DOCUMENT RESUME

ED 151 409 95 TM 006 920

TITLE	Milwaukee ESEA Title VII Bilingual/Bicultural Education Program, 1976, 1977.
INSTITUTION	Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	150p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Academic Achievement; Biculturalism; *Bilingual Education; Bilingual Students; Career Education; *Compensatory Education Programs; Cultural Awareness; Disadvantaged Youth; Elementary Secondary Education; *English (Second Language); *Language Skills; Mathematics; Mexican Americans; Parent Attitudes; Program Descriptions; *Program Evaluation; Puerto Ricans; Reading; *Spanish Speaking; Student Attitudes; Teacher Attitudes; Typewriting
IDENTIFIERS	Elementary Secondary Education Act Title VII; Milwaukee (Wisconsin) Public Schools

ABSTRACT

Milwaukee, Wisconsin public school pupils in the 1976-1977 Elementary and Secondary Education Act (ESEA) Title VII Bilingual/Bicultural Education Program varied in language dominance from monolingual English to various degrees of bilingualism to monolingual Spanish. The program goals suggest that the 594 elementary pupils will pursue their studies with about equal ease in their first and second languages by the end of grade six, and the 212 secondary students will increase their communication skills in English and Spanish. In the developmental model, bilingual teachers present the regular curricula in both Spanish and English in a K-12 program which emphasizes Hispanic culture. The evaluation covers academic achievement in reading and mathematics; Spanish and English language skills; student, teacher, and parent attitudes; and, at the secondary level, career orientation and typing skills. The major end-of-year findings are cited, and the results of six related studies are given. In addition, recommendations for the 1977-1978 Bilingual/Bicultural Program are offered. (Author/MV)

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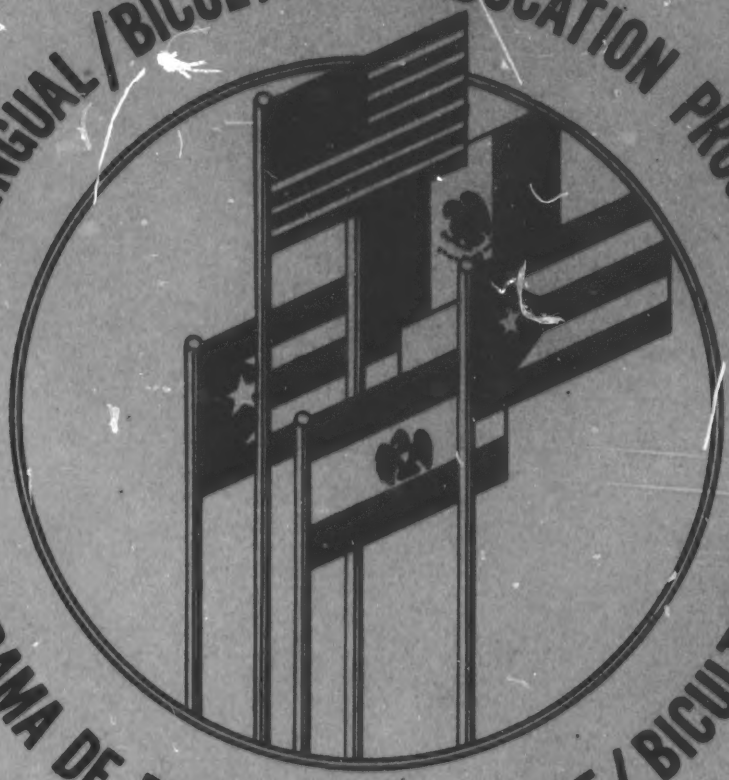
ESEA TITLE VII
BILINGUAL/BICULTURAL EDUCATION PROGRAM



PROGRAMA DE EDUCACION BILINGUE/BICULTURAL

1976-1977

TM006 920

DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT

DEPARTMENT OF EDUCATIONAL RESEARCH AND PROGRAM ASSESSMENT

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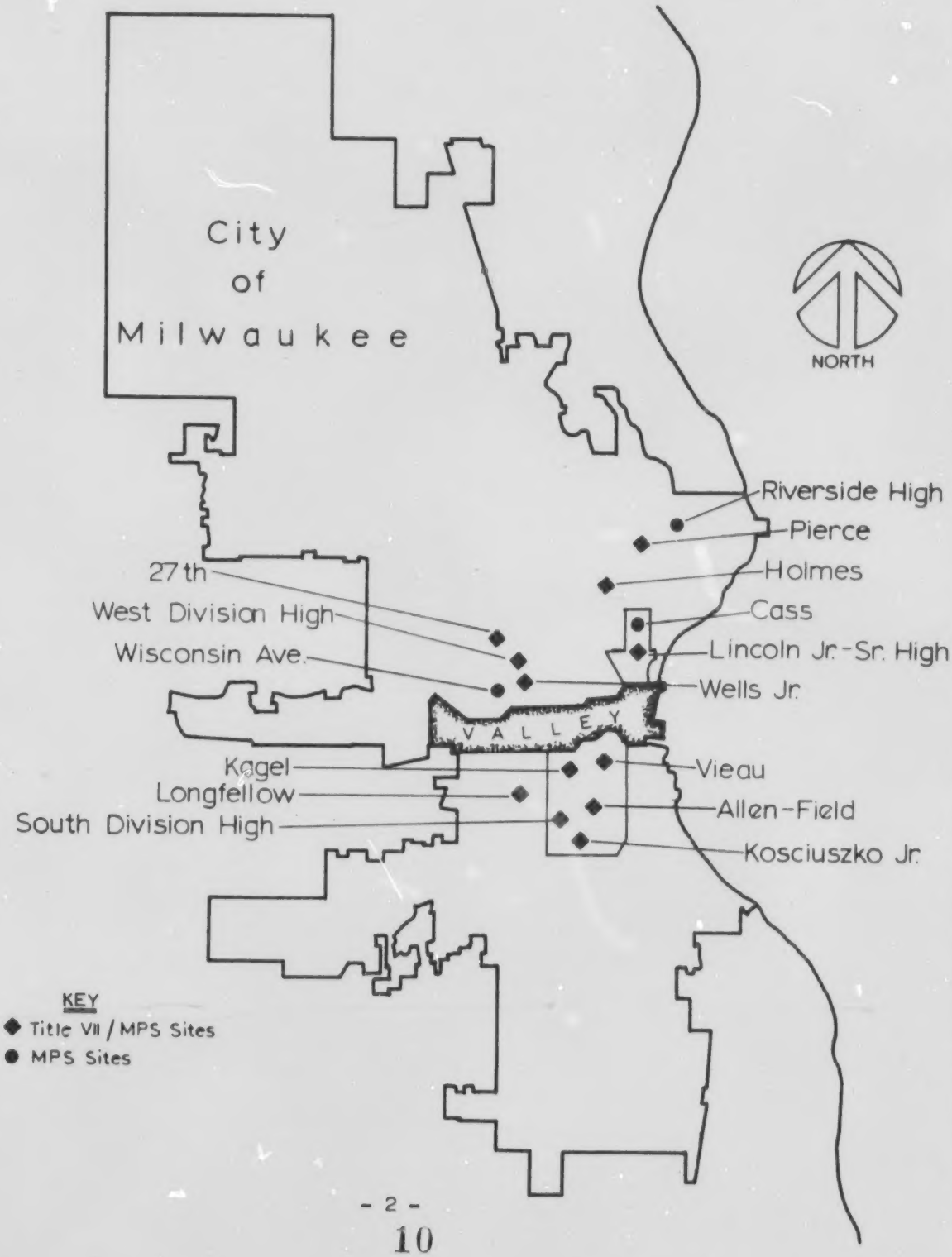
INTRODUCTION

A vigorous plant has been propagated by the "seed" money provided by ESEA Title VII to the Milwaukee Public Schools for innovative bilingual/bicultural education programs. Starting in 1969 with grades kindergarten and one at one public school, grades one and two at one community elementary school, and two courses at two secondary schools, it operates now in seven elementary and six secondary schools (Figure 1). By adding a Title VII grade level annually to the Milwaukee Public Schools base, all of the seven elementary schools will span kindergarten through sixth grade by 1980. The six secondary schools will have programs broadened to 13 bilingual course offerings. All of the components "seeded" by Title VII between 1969 and 1975 have been assumed by the Milwaukee Public Schools. From 1975-1976 to 1978-1979, Title VII is providing a continuation grant to refine an exemplary prototype in kindergarten through third grade and to develop three new secondary subjects: English for Latinos, Bilingual Typing, and Career Orientation. This report describes the second-year evaluation of the Basic Grant for Continuation. It includes a program description, evaluation design, program outcomes by grade level for the primary program and by course content for the secondary program, the results of surveys and special studies, a summary of findings, and recommendations for program modification.

figure 1. LOCATION OF SCHOOLS HAVING BILINGUAL PROGRAMS



PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

Background

Hispanic achievement data collected by the National Assessment for Educational Progress between Fall 1971 and Spring 1975 reported that "Hispanic achievement is consistently below the achievement of the total national age population of white students"(2). This deficit was constant over the study period suggesting that "Hispanic students do have different needs and these needs have not been addressed"(2). The underlined part of the quoted statement does not apply to Milwaukee, which recognized the needs and initiated the ESEA Title VII Bilingual/Bicultural Education Program in 1969, in compliance with the Bilingual Education Act passed by Congress in 1968. The Wisconsin Bilingual/Bicultural Education Law was passed in 1975. Milwaukee's program has served as a model for the nation and the state.

"Transitional" or "Developmental" are two philosophies of bilingual education defined in terms of language usage. A transitional program uses Spanish as a vehicle for teaching English language skills and mainstreams the pupil when he/she can function in a regular classroom. A developmental program uses both English and Spanish for subject content from kindergarten through the twelfth grade. The overall goal is to educate students to become fluent in both languages, to absorb both cultures, and to achieve grade-level proficiency in course content. The Milwaukee Board of School Directors has endorsed a

Developmental Bilingual/Bicultural Program, in response to the request of the Hispanic community.

Milwaukee's Bilingual Program is characterized by:

-- Bilingual/bicultural teachers

-- Initial reading instruction in the child's dominant language, English or Spanish

-- The regular Milwaukee Public Schools' curriculum presented in both English and Spanish

-- An infusion of Hispanic culture and history

-- Supportive personnel including classroom aides, bilingual students' advisors and counselors at the secondary level, a bilingual parent coordinator and staff, a social worker and social work aides

-- A City-Wide Bilingual/Bicultural Advisory Committee of parent representatives from Bilingual Program schools

-- Both English and Spanish used as languages of the classrooms

-- All pupils instructed to comprehend, speak, read, and write both English and Spanish

Goals and objectives to guide each curriculum offering were developed by the supervisory and teaching staffs. They also wrote courses, selected textbooks, and developed materials.

1976-1977 Pupil Population

Primary Program

Seven north and southside schools served Title VII primary pupils:

Allen-Field - Kindergarten-Upper Primary
Kagel - Kindergarten-Upper Primary
Longfellow - Kindergarten-Lower Primary
Pierce - Kindergarten-Upper Primary
27th - Lower Primary-Upper Primary
Holmes - Lower Primary-Upper Primary
Vieau - Kindergarten-Upper Primary

As of May 1977, 594 pupils were served. Their ethnic background was 47 percent Mexican, 41 percent Puerto Rican, seven percent Black, three percent Anglo, and two percent Other.

Pupils were 31 percent English-dominant, 20 percent Spanish-dominant, and 49 percent bilingual. Their homes were 20 percent English-dominant, 42 percent Spanish-dominant, and 38 percent bilingual.

Between September and May, 105 (18 percent) pupils left the program for the following reasons: transferred to another school, 41; moved out of the city, 34; moved to Puerto Rico or Mexico, 10; dropped the program, 15; no reason given, 5.

1976-1977 was their first year in the program for all pupils in kindergarten, 58 percent in lower primary, 26 percent middle primary, and 19 percent upper primary. Forty-one percent of those in upper primary had been in the program three years or more, indicating that initial reading skills were acquired in the program.

The above data, collected in Spring 1977, are presented in detail in Tables I to XVI (Appendix) and Figures 2 to 5. They illustrate the great variation in language background and educational experience represented in Bilingual Program classrooms and the resulting challenges which faced every teacher.

Enrollment in ESEA Title I Reading and Mathematics Programs provided special help to pupils selected by the teacher as having the greatest educational needs: 24 percent of kindergarten pupils, 17 percent lower primary, 49 percent middle primary, and 51 percent of upper primary pupils. Grade-level proportions of

Fig. 2 KINDERGARTEN PUPIL DATA
N = 131

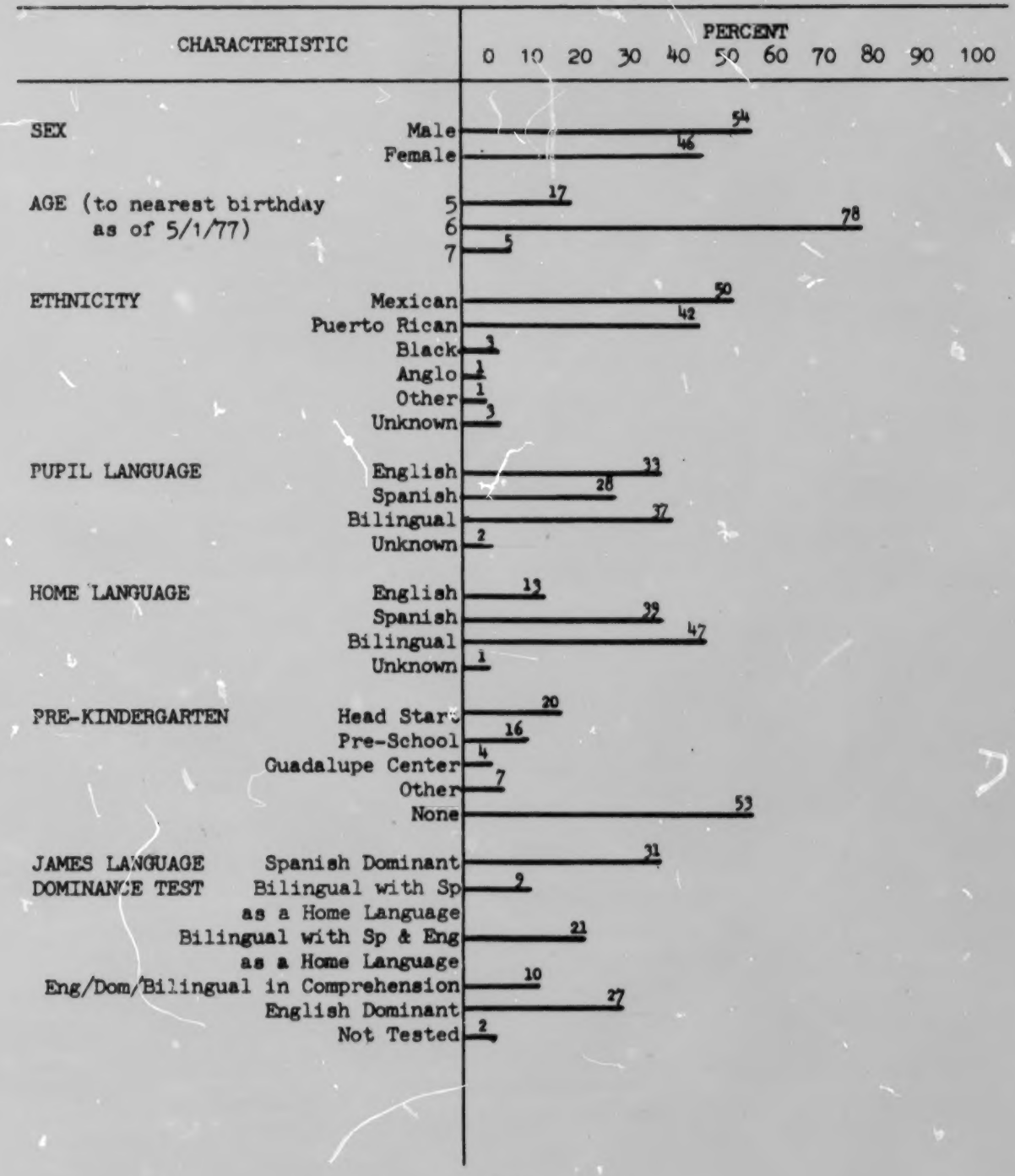


Fig. 3 LOWER PRIMARY PUPIL DATA
N = 167

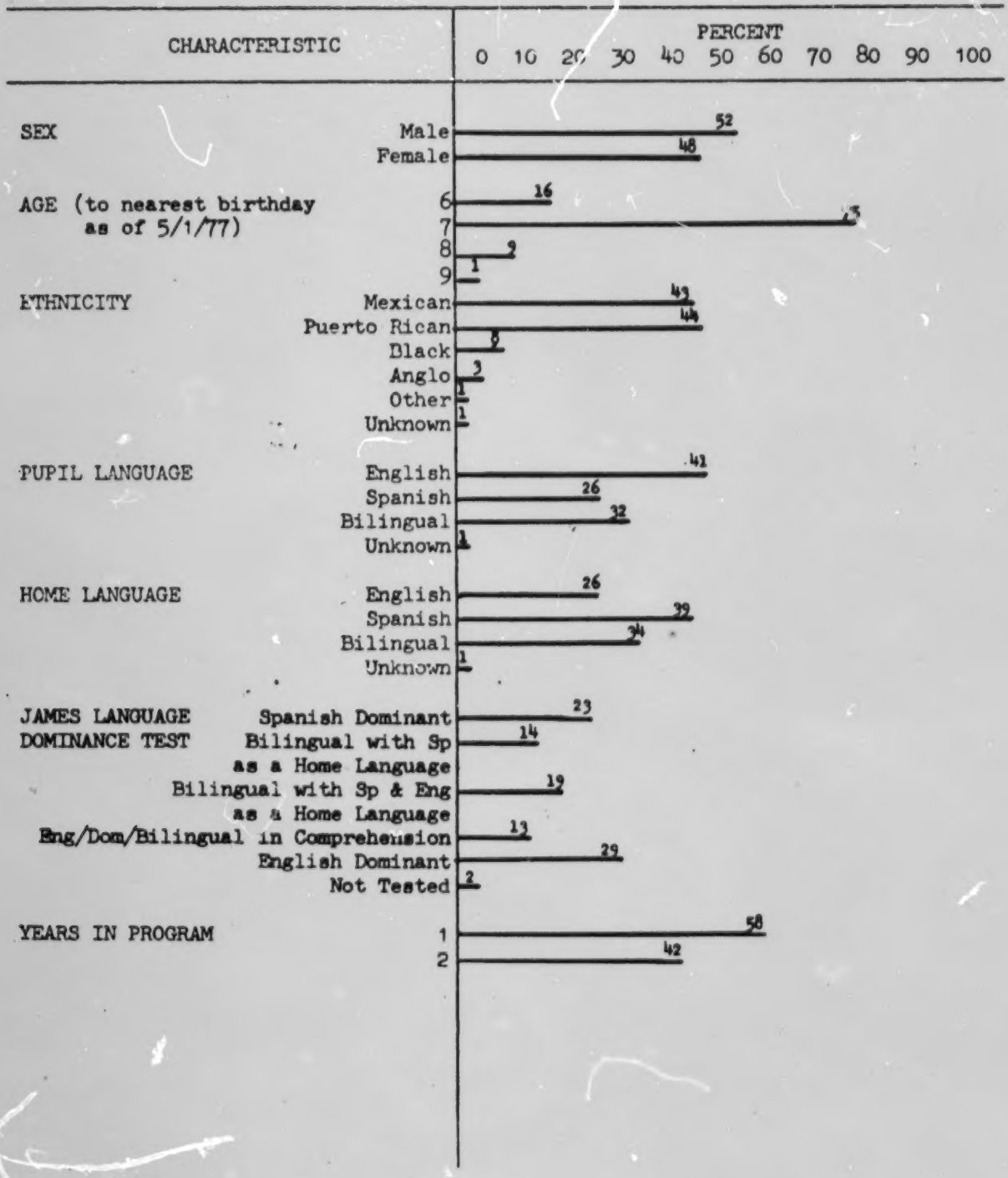


Fig. 4 MIDDLE PRIMARY PUPIL DATA
N = 151

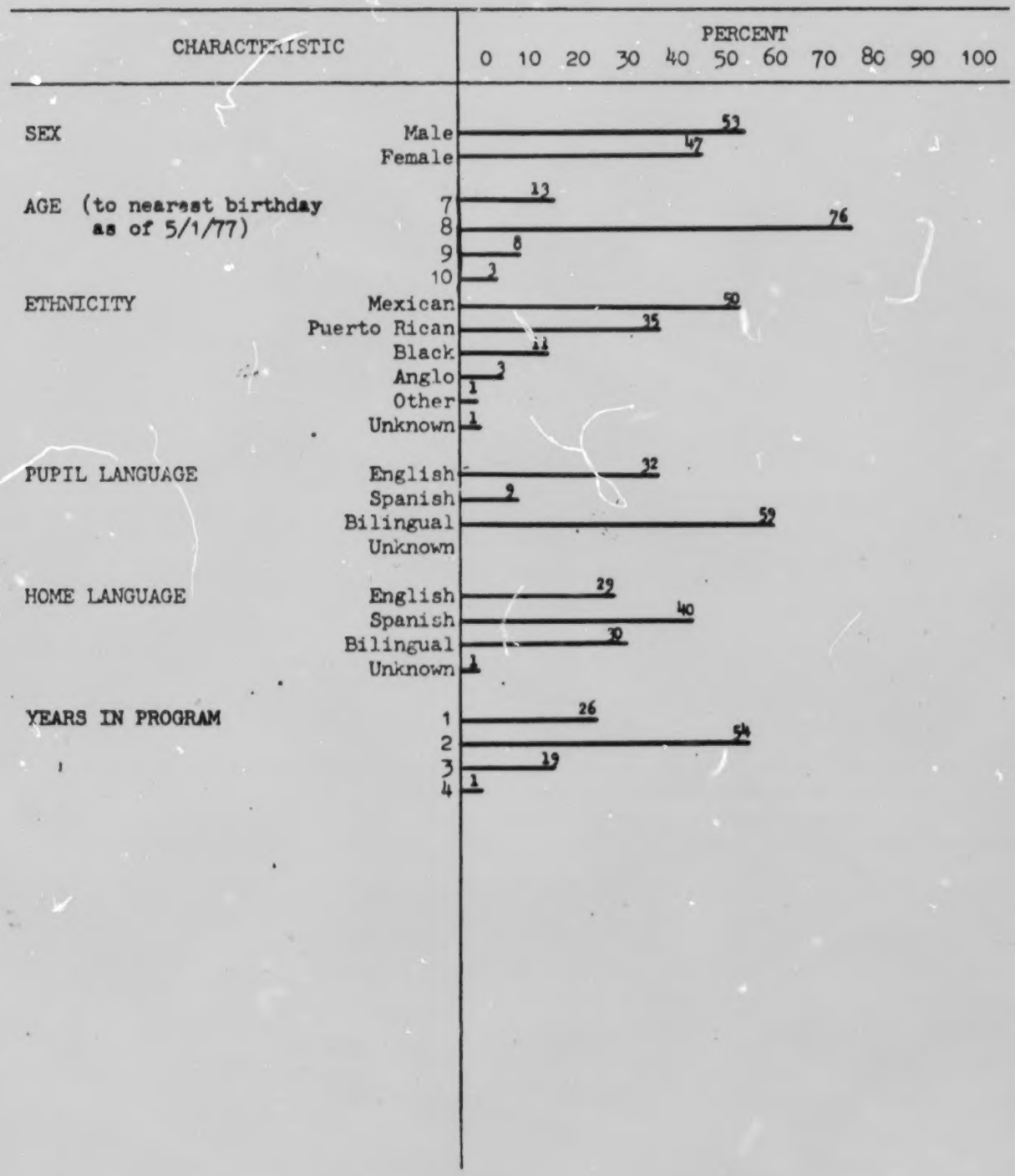
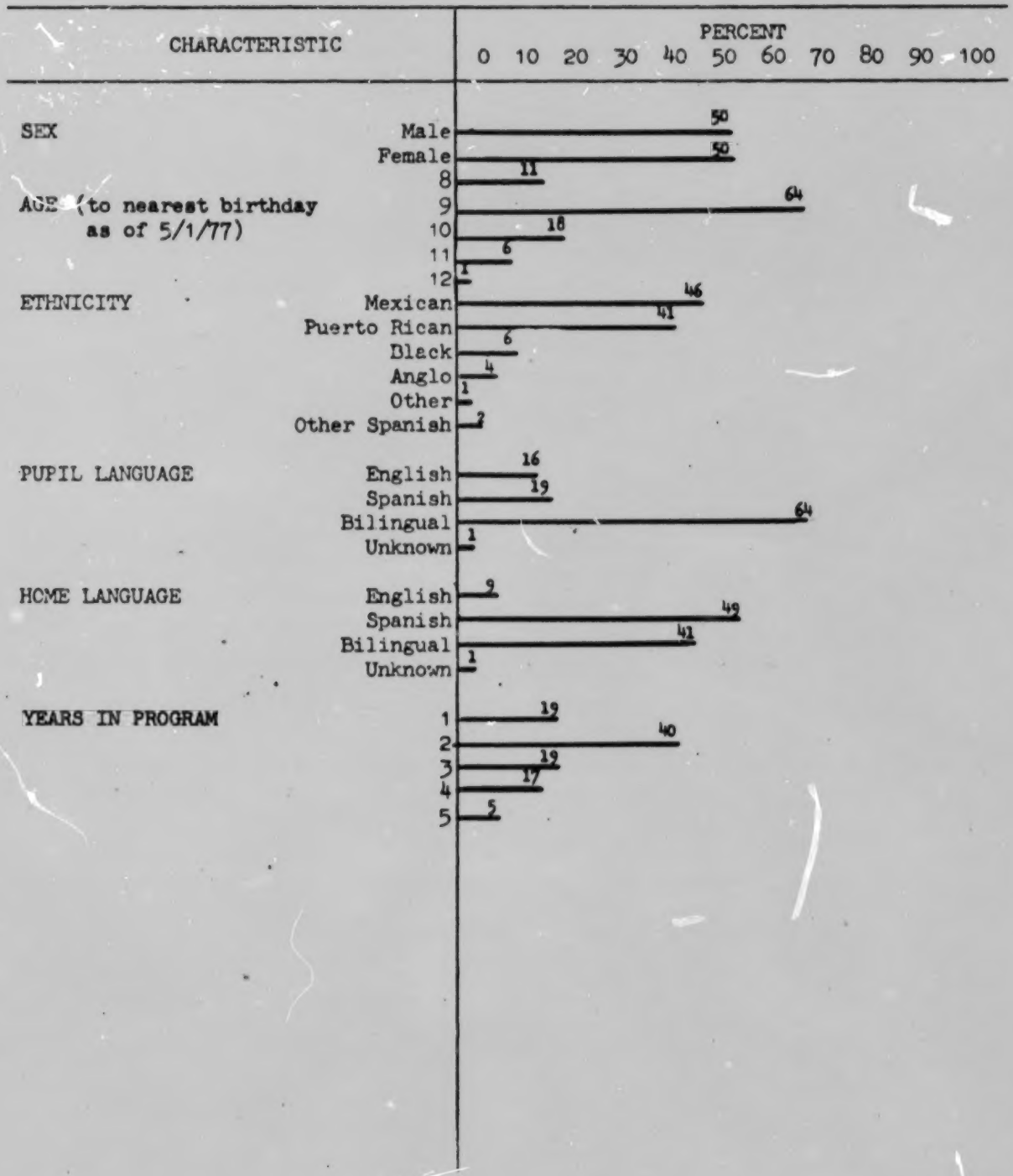


Fig. 5 UPPER PRIMARY PUPIL DATA
N = 145



Bilingual Program pupils served by Title I approximated the proportions of regular program pupils.

Secondary Program

Schools and courses offered were:

TABLE 1

BILINGUAL PROGRAM SECONDARY SCHOOLS

School	Career Orientation	English for Latinos	Typing I	Typing II
Kosciuszko Jr		X		
Lincoln Jr-Sr			X	X
South Division	X		X	X
Wells Jr		X		
West Division		X	X	X

The secondary Title VII program served 212 pupils, 78 boys and 134 girls, at the following grade levels:

Grade Level	7	8	9	10	11	12	Not reported
Enrollment	36	33	35	53	35	18	2

Seventy-seven (36 percent) were of Mexican background, 114 (54 percent) Puerto Rican, and 21 (ten percent) not reported.

Twelve were enrolled in Career Orientation, 125 in English for Latinos, 48 in Typing I, and 28 in Typing II. Four of the 212 took more than one of the four Title VII courses. Forty-two (20 percent) of students were in their

second year in the Title VII Bilingual Program. Twenty (nine percent) were English-dominant, 18 (eight percent) Spanish-dominant, 129 (61 percent) bilingual, and 45 (21 percent) were not reported. Their homes were six percent English, 35 percent Spanish, 38 percent bilingual, and 22 percent were not reported.

Forty-four (21 percent) left the program. Of these, 45 percent transferred out of the Milwaukee Public Schools, 16 percent changed to another school, nine percent dropped the project, 23 percent left for other reasons, and seven percent were not reported.

EVALUATION OF ACHIEVEMENT

EVALUATION OF ACHIEVEMENT

Evaluation Design

Types of Studies

Achievement

Evaluation objectives and expected level of pupil achievement were defined by the Bilingual Program supervisory staff and the evaluator. Primary pupils were tested in the spring and compared with similar non-program pupils. Secondary students had pre/post (fall/spring) tests to measure achievement.

Attitude

In the spring, pupils were surveyed on cultural attitude and their opinion of school. Parents and staff were questioned about program effects as related to goals.

Special Studies

Additional studies related to the Title VII evaluation were:

-- Initiation of a system for rating the cultural relevance of test instruments for Hispanic students

-- A survey of the Milwaukee Public Schools to identify pupils whose dominant or home language was other than English to identify pupils eligible for bilingual education

-- Teacher interviews regarding classroom methods, materials, and problems

-- Continued development of a test of Spanish reading comprehension by Dr. Oscar Ozete, University of Wisconsin-Madison

-- Classroom observation for a study linking the approaches of anthropology and educational psychology to bilingual evaluation by Dr. Vandra Masemann, University of Wisconsin-Madison

-- A comparison of English and Spanish reading achievement of Bilingual Program pupils in Grades 6, 7, and 8

-- A field test of the Language Assessment Battery by the New York City Board of Education for the purpose of equating the Spanish and English versions

-- Field studies of new bilingual tests

Procedures

Classroom teachers did most of the achievement and some attitude testing. The remainder was done by special bilingual testers.

The .01 level of confidence was used in tests of statistical significance of difference between program and comparison group mean scores to indicate a 99 percent probability that obtained differences were not the result of chance factors. However, data should be interpreted in the light of possible bias because of comparisons with regular classes taught in English only, some cases of incomplete data, and possible effects of the cessation of instruction during a 17-day teacher strike.

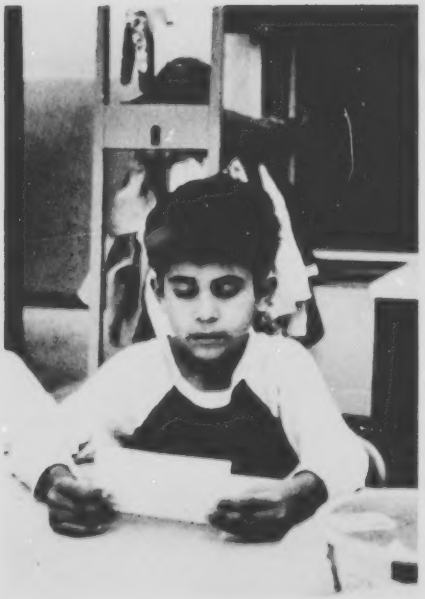
Methods, materials, and problems were reported by teachers in interviews with the evaluator.

Local translations of English instruments were developed by native Spanish-speaking staff persons with the publisher's permission. Mexican/Puerto Rican vocabulary alternatives were included.

Comparison groups were not available for Spanish language arts, which was taught only in the Bilingual Program.

The following evaluation activities were omitted because of reduction of evaluation from full time to half time: monitoring activities, evaluation of Spanish for Spanish speakers, primary self-concept, and some lower and middle primary achievement.

The following section presents teacher reports of the processes, methods, materials, problems and achievements, plus the objectives, evaluation designs, and findings for kindergarten and primary levels. "Pupil Language" and "Home Language" represent classroom teacher ratings.



Primary Evaluation

Kindergarten

Process

Five of the seven elementary schools had bilingual kindergartens. Pierce and Vieau had an all-day program, Allen-Field and Longfellow had two half-day sessions, and Kagel had one half-day session for a total enrollment of 131. The curriculum included reading readiness, mathematics, science, social studies, art, music, and second language arts. All were taught bilingually. Figure 2 and Tables I to V (Appendix) describe pupil sex, age, ethnicity, language, home language, pre-kindergarten experience, and language dominance categories.

Methods

Pupils varied linguistically from Spanish monolingual to bilingual to English monolingual. The James Language Dominance Test, administered in September, identified pupils' language backgrounds for proper grouping. As shown in Table II (Appendix) kindergarten pupils were:

31% Spanish-Dominant
9% Bilingual with Spanish as a Home Language
21% Bilingual with Spanish and English as a Home Language
10% English-Dominant/Bilingual in Comprehension
27% English-Dominant

Reading readiness and other subjects were taught in the child's first language. Meanwhile, second-language aural/oral skills were introduced.

In September, teachers recommended 71 pupils for ESEA Title I programs providing special help to the educationally disadvantaged. Of these, 31 qualified by scoring at or below the lowest quartile of national norms on the Tests of Basic Experiences, General Concepts. These included: eight Allen-Field pupils who spent half the day in Title I kindergarten; five Kagel pupils in the Title I mathematics program; and eight Vieau pupils who received Sensory-Motor training.

Teachers differed in methods. Some taught the group as a whole bilingually, some divided the class into language groups, and some used both methods plus individualized instruction. Methods were partially determined by the type and quantity of available assistance from aides or student teachers.

Materials

English reading readiness materials included:

Sounds and Letters, Ginn & Co.
Peabody Kit
Early Reading Kit, Milton-Bradley Co.
Southwestern Regional Laboratory materials
My Book, Institute of Modern Languages
Ideal Reading System Charts
Language Master
Teacher-made materials
MPS Bilingual Curriculum Guides

Spanish materials were limited to Spanish Curricula Development Center products and teacher translations of English books.

Problems

1) Many children entered without basic kindergarten readiness skills, such as ability to manipulate crayons.

2) Some rooms were too small to incorporate activity centers.

3) Title I screening did not identify all eligible pupils. Those who were taken out of the room for special Title I help would have learned more in the bilingual classroom.

4) The curriculum could not be covered in the half-day program.

5) There was a lack of books for Spanish reading readiness.

Achievements

1) Group counseling and sensory-motor training by psychologists

2) Parent follow-through in helping child after one teacher demonstrated what to do initially by home visits and then by sending suggestions

3) Assistance by parent and student volunteers in some classes

Objectives

Readiness: At the end of kindergarten, Bilingual Program pupils will demonstrate readiness for first-grade work by their performance on the Metropolitan Readiness Tests administered in the child's dominant language, English or Spanish.

The Bilingual Program group mean total score will equal or exceed the comparison group mean total score.

Mathematics: Kindergarten Bilingual Program pupils will demonstrate their mathematical proficiency by their performance on the quantitative language subtest of the Metropolitan Readiness Tests with English and Spanish instructions.

Program group mean scores will equal or exceed comparison group mean scores.

Evaluation Design

As part of the City-Wide Testing Program, kindergarten pupils were administered the Metropolitan Readiness Tests (MRT), Level I, in May. A translation for Spanish speakers was developed with the publisher's permission for all subtests except Rhyming, which could not be translated. The Pre-Reading Composite score, of which Rhyming is a part, could not be computed for those tested with Spanish instructions. Bilingual Program performance was compared with that of non-program Spanish-surnamed kindergarten pupils in program schools. Special end-of-kindergarten norms were extrapolated from national norms.

Findings

1) Readiness

Results are shown in Table XVII (Appendix).

Within-Program Comparisons

One hundred and twelve pupils were tested, 70 with English instructions and 42 with Spanish instructions.

a. Because teachers judged the Spanish version valid, English and Spanish groups were compared. Spanish-dominant pupil performance was significantly higher than English-dominant on the visual and language test batteries. In 1976, these groups did not differ.

b. Pupils who had pre-kindergarten out-scored those without prior school experience on the language battery.

c. There was no significant difference between pupils enrolled in Title I and those not enrolled.

d. Pupils in the three half-day kindergartens scored higher than those in the two all-day kindergartens, as in the past. However, 12 pupils in the Pierce all-day kindergarten took a more advanced test, Level II, and scored in the average range on national norms. According to staff members, the high performance of half-day classrooms reflected their optimal teaching support and facilities.

Outside-Program Comparisons

a. As in 1976, Bilingual Program pupil scores did not differ significantly from those of Spanish-surnamed pupils in regular kindergarten classes at the same schools.

b. On national norms, Bilingual Program pupils ranked at the fourth stanine (average) and the comparison group ranks at the third stanine (low) on the Pre-Reading Skills Composite.

2) Mathematics

TABLE 2

KINDERGARTEN MATH PERFORMANCE ON THE
METROPOLITAN READINESS TESTS, LEVEL I, MAY 1977

Group	Quantitative Language Items			
	N	$\bar{x}$	SD	t
Bilingual	96	8.23	2.12	
Spanish-Surnamed Comparison	70	7.59	2.18	1.90

The quantitative language subtest of the Metropolitan Readiness Tests "measures an understanding of certain basic quantitative concepts such as size, shape, and number/quantity relationships"(6). Bilingual Program pupils achieved the objective by equalling the performance of the comparison group, Table 2. Mean scores were in the low "average" performance rating on national norms. The 12 Pierce pupils who were tested at Level II averaged 9.75 on Quantitative Language, at the upper end of the "low" performance rating on national norms.

Discussion

Although the readiness objective was achieved, pre-reading composite scores were one to four points lower than last year for both bilingual and comparison groups. Time lost during the teacher strike could have been crucial for kindergarten. It is important that children learn to manipulate concepts through

language, English or Spanish. Perhaps all teachers could involve parents in working with children at home on concepts covered at school -- teachers of the high-scoring classes do this. A home program of summer work would help kindergarten children retain pre-reading skills necessary for success in first grade.

Pupils as a group appear to have acquired a satisfactory grasp of mathematical concepts.

English Reading

Process

There are four main approaches to teaching English to the non-English-dominant pupil[1]. The Milwaukee Bilingual Program uses the Native Literacy Approach, wherein the child is taught to read in his native language while learning oral English. Learning to read English follows mastery of oral English skills. The alternatives are: the Dialect Approach, which teaches reading in the child's non-standard dialect; the Standard Language Approach, in which the child is taught English as a second language prior to learning English reading; and the Common Core Approach, which presents standard English reading on a particular core content such as science.

Teachers reported that 198 pupils read English as a first language and 258 read Spanish as a first language.

In addition, seven lower and middle primary pupils needed to develop readiness skills before reading in either language.

English reading was taught daily in from two to six ability groups and from 45 minutes to two hours per class. Most classes devoted the entire morning to reading in the two languages. Classroom aides helped individual and small groups with lessons presented by the teacher.

Spanish-dominant pupils started reading English as a second language after they reached Level 8 in Spanish reading and could understand and speak English, usually in middle or upper primary. The problem of multiple reading level groups was partially solved by some teachers by team teaching certain reading

levels across grade levels. One teacher reported teaching writing on a systematic basis. The Milwaukee Public Schools Reading Continuum Program was followed. This system equated the acquisition of reading skills with reading "levels", incorporating a variety of textbook series at levels three through 12.

Materials

Bilingual classes followed their school's reading program, which varied from one to several texts. Some lower-primary teachers also used experience charts, picture cards, Peabody Kit, and "First Experience with Consonants" by Instructo. The Milwaukee Public Schools' Reading Continuum was followed at all levels.

Problems

Lower Primary

1) Multiple grade levels in some classes
2) All morning had to be used to teach reading in two languages.
3) Pupils lacked readiness skills.
4) Kindergarten pupils forgot initial sounds over the summer -- needed long review in Lower Primary.
5) Wide range of pupil ability
6) Teachers without aides needed to assign too much independent work.

Middle Primary

1) Some pupils started at readiness levels.

Upper Primary

1) There was insufficient time to work with individuals where team teaching was not practiced.
2) Some pupils were non-readers.

Achievements

1) Texts were rated "good".

2) Pupils motivated each other to read a second language.

3) Aides were helpful with reading groups.

Objective

English Reading: At the end of each primary grade, English-dominant or bilingual pupils in the program will demonstrate proficiency in English reading by their performance on the reading subtests of the Metropolitan Achievement Tests.

The Bilingual Program group mean total score will equal or exceed the comparison group mean total score at lower, middle, and upper primary.

At lower primary and middle primary, Spanish-dominant pupils will not be tested.

Spanish-dominant pupils who have been in the program and become bilingual will be included at upper primary.

Evaluation Design

The James Language Dominance Test was administered in September to lower-primary pupils who had not been tested in kindergarten. Pupils were grouped by dominant language for beginning reading. As shown in Table VII (Appendix), 42 percent of lower-primary pupils were English-dominant (Categories 4 and 5).

1) Each pupil's English reading level was recorded in September and June.

2) End-of-year testing on the Metropolitan Achievement Tests was given at lower primary and middle primary on reading subtests of Primer or Primary I for pupils in Title I programs. These tests were optional for other Title VII pupils.

3) Upper-primary pupils took the reading subtests of the Metropolitan Achievement Tests, Elementary, Form F, as part of the City-Wide Testing Program in May.

Findings

1) Table 3 shows mean pre/post English reading levels and distributions by grade level.

TABLE 3

BILINGUAL PROGRAM MEAN ENGLISH READING LEVELS
SEPTEMBER 1976 AND JUNE 1977

Grade Level	Mean Reading Levels						Average Gain
	September			June			
	N	$\bar{x}$	SD	N	$\bar{x}$	SD	
Lower Primary	87	1.5	1.0	104	4.6	1.3	3.1
Middle Primary	118	4.8	1.1	125	6.8	1.9	2.0
Upper Primary/ Extended Primary	122	5.9	2.4	128	7.4	2.7	1.5

2) The two lower and middle-primary classes which were tested were compared with pupils in the Title I reading projects at their schools. Bilingual Program pupils scored significantly higher, Tables XVIII and XIX (Appendix). Bilingual pupils tested in Title I Readiness and Reading Programs scored in the same stanines as the total Title I groups, below average in reading, Table 4.

TABLE 4

COMPARISON OF BILINGUAL PROGRAM
TITLE I PUPILS WITH TOTAL GROUP

Test	Grade Level	Title I Group	Reading			Number of Items
			N	$\bar{x}$	S	
Primer	LP	Bilingual	20	19.5	3	33
		Total Group	218	23.1	3	
Primary I	MP	Bilingual	26	47.5	2	77
		Total Group	801	41	2	

3) Upper-primary pupils achieved the English reading objective by scoring significantly higher than the Spanish-surnamed comparison group, as shown in Table 5. Substantially more Bilingual Program pupils than the Spanish or city-wide comparison groups scored at or above the 50th percentile on national norms.

TABLE 5

UPPER PRIMARY READING PERFORMANCE
METROPOLITAN ACHIEVEMENT TESTS, ELEMENTARY F, MAY 1977

Group	Total Reading							
					Percent at Percentile Rank			
	N	$\bar{x}$	SD	t	50 and above	77-99 above average	23-76 average	1-22 below average
Bilingual	90	37.9*	18.0		60	2	96	2
Spanish-Surnamed Comparison	74	30.0	14.9	3.07	41	0	96	4
MPS	,560	40.3			29	9	44	47

* Difference is significant at or beyond the .01 level

Discussion

Gains in reading level from September to June and comparisons of test scores with other groups indicate that the program has reached its English reading objectives. The record shows that, by the end of upper primary, Hispanic pupils enrolled in a bilingual program were better readers of English than Hispanic pupils in regular classes. At the same time, they were reading Spanish as well.

Spanish Reading

Process

Spanish monolingual pupils and most bilingual pupils were taught initial reading skills in Spanish. English-dominant and some bilinguals learned to read Spanish as a second language after they attained Level 8 in English reading and could understand and speak Spanish.

Methods

Pupils were grouped by reading levels as in English reading. One teacher reported teaching writing. Spanish was taught in a variety of ways: through other subjects, games and songs, team teaching techniques, or the alternative use of English and Spanish as the daily classroom language.

Materials

Santillana and Laidlaw series
Spanish Curricula Development Center
Leo y Escribo - Guatemala
Midwest Materials Development Center ditto sheets
"Método de Escritura", Donars, Loveland, Colorado
Flash cards
El Alfabeto, Continental Press
Kits, flash cards, charts

Problems

1) Spanish-dominant lower-primary pupils who joined an after-school English reading program became confused.

2) Lack of time to teach in two languages

3) Limited vocabulary of entering pupils

4) Unsuccessful team-teaching attempts

5) Multi-grade-level classes

6) Guidelines needed for teaching Spanish as a second language

7) Materials needed for teaching Spanish as a second language

Achievements

1) Spanish materials were good.

2) Supervising teacher was helpful.

3) Some books were out of place on the list of Spanish Reading Levels (e.g., Level 6 book was too difficult).

4) English-dominant pupils could read Spanish fluently and without an accent but also without comprehension.

Objectives

Spanish Reading: At the end of middle and upper primary, Spanish-dominant pupils will demonstrate proficiency in Spanish reading by averaging 75 percent correct on Level 2 at middle primary and Level 3 at upper primary tests compiled by the System for Objectives-Based Evaluation of Reading--Spanish (SOBER). English-dominant will score 50 percent on the Level 1 test.

By the end of upper primary, Spanish-dominant pupils who have been in the program since lower primary will average 75 percent correct and English-dominant will average 50 percent correct on the Ozete Input Test of Spanish Reading Comprehension, a cloze test variation.

Evaluation Design

1) Sober Español was administered to middle and upper-primary pupils in September to assist teachers in grouping according to need. Test 1, 2, or 3 was given, based on each child's reported reading level as of June 1976. Pupils who scored too high or too low were retested at a level which would yield prescriptive information. At the end of the year, Spanish-dominant pupils were tested at grade level. English-dominant upper-primary pupils were tested at Level 2.

2) The Ozete Input and Paraphrase Tests of Spanish Comprehension were administered to upper-primary pupils in May. Dr. Oscar Ozete, Department of Spanish and Portuguese, University of Wisconsin-Madison, developed the tests in 1976 and revised them in 1977. The Input Test, a variation of the cloze procedure, and the Paraphrase Tests were based on content selected by the elementary supervising teacher.

   All middle-primary readers of Spanish as a first language and all upper-primary pupils were tested. Further information about the Ozete test is in the Additional Studies section, Page 111.

3) Pre/post Spanish reading levels were recorded.

There were no comparison groups available because reading in Spanish as a first language was not taught outside the Bilingual Program.

Findings

1) SOBER Español

   Table 6 shows numbers of pupils in the program since lower primary who achieved criterion performance.

TABLE 6

PERFORMANCE OF BILINGUAL PROGRAM PUPILS*
ON SOBER ESPANOL, JUNE 1977

Group	N*	Test	Criterion Percent Correct of 20 Objectives	Percent of Pupils Reaching Criterion
Middle Primary				
Spanish-Dominant	29	2	75% (15 objectives)	66%
Upper Primary				
Spanish-Dominant	34	3	75% (15 objectives)	35%
English-Dominant	23	1	50% (10 objectives)	78%

*Pupils in program since lower primary

The objectives refer to pupils who had been in the Bilingual Program for at least three years and who had learned to read Spanish in the program. Two-thirds of middle-primary pupils accomplished the 75 percent correct criterion on Test 2. Just over one-third of upper-primary Spanish-dominant pupils achieved that criterion on Test 3, which teachers noted was easier than Test 2. Upper-primary performance was below expectation for Spanish-dominant pupils and at or above the expectation for English-dominant pupils.

Objectives are specified on Pages 153 to 158 (Appendix). All groups had difficulty with digraphs, diphthongs, letter blends, plurals, and writing.

2) Input/Paraphrase Tests

TABLE 7

PERFORMANCE OF UPPER PRIMARY PUPILS*
ON THE INPUT/PARAPHRASE TEST
OF SPANISH READING COMPREHENSION

Group	N	Criterion Percent Correct	Mean Percent Correct		
			Input	Paraphrase	
			Part I 20 Items	Part II 5 Items	Part III 10 items
Spanish-Dominant	33	75	62	54	43
English-Dominant	7	50	51	52	33

* Pupils in program since lower primary

Spanish-dominant pupils who had been in the program for three or more years fell short of expected performance. The few similar English-dominant pupils reached their criterion in Parts I and II, but not Part III, the more difficult Paraphrase section.

Results for all pupils, regardless of time in program, are reported under Additional Studies. Reading level was correlated with achievement on the Ozete Test. Language dominance did not affect performance.

3) Spanish Reading Levels

Table 8 shows pre/post Spanish reading levels. Six middle-primary and 13 upper-primary pupils were English-dominant, the remainder were Spanish-dominant or bilingual.

TABLE 8

BILINGUAL PROGRAM MEAN SPANISH READING LEVELS
SEPTEMBER 1976 AND JUNE 1977

Grade Level	Mean Reading Levels						Average Gain
	September			June			
	N	$\bar{x}$	SD	N	$\bar{x}$	SD	
Lower Primary	69	1.5	0.6	71	4.2	1.9	2.7
Middle Primary	55	5.3	1.8	61	6.9	2.2	1.6
Upper Primary/ Extended Primary	109	6.3	1.8	122	7.4	2.5	1.1

Average Spanish reading levels at the end of the year were within 0.2 of the average English reading levels. In both languages, progress through reading levels was faster at lower grade levels.

Discussion

There was good, overall progress in Spanish reading, based on average reading levels. Spanish-dominant pupils who had spent three or more years in the program did not acquire the expected grammatical and comprehension skills. Perhaps the same performance criteria should be used for both English and Spanish-dominant pupils because the higher performance of English-dominant pupils indicated that the prior acquisition of reading skills may be more important than language dominance in attaining second language literacy.

Bilingual Reading

The first goal of the elementary Bilingual Program is "To achieve the basic skills of understanding, speaking, reading, and writing two languages, one of which is English".

Records of pupil reading levels demonstrate that the goal is being met for most of the pupils by the end of upper primary, Table 9.

TABLE 9

DISTRIBUTION OF MONOLINGUAL AND BILINGUAL READERS

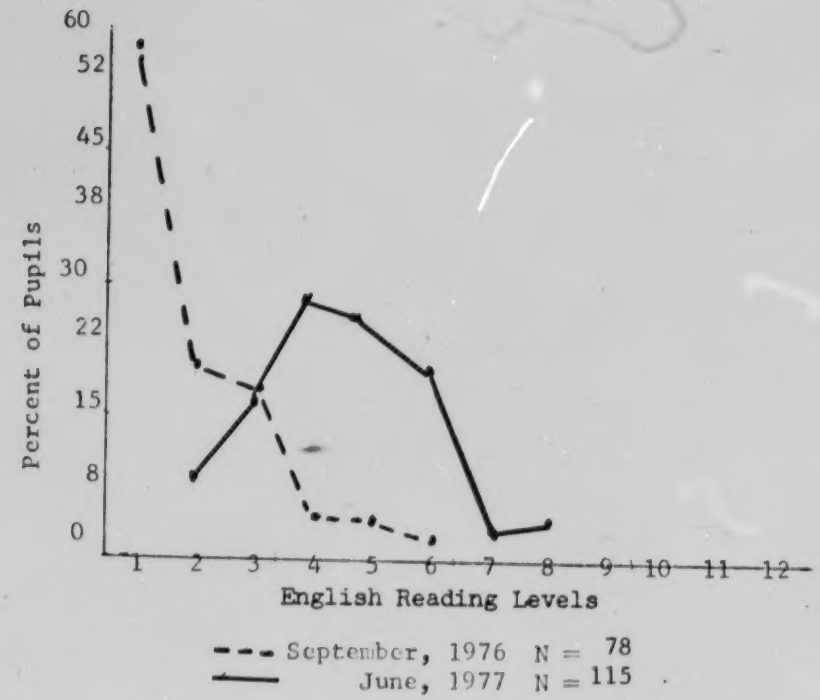
Group	English Only	Spanish Only	English and Spanish
Lower Primary	90	65	17 (10%)
Middle Primary	79	19	46 (32%)
Upper Primary	14	8	117 (84%)

In addition, average English and Spanish reading levels in June were remarkably similar: 0.4 difference at lower primary, 0.1 difference at middle primary, and identical at upper primary (Table 10). Figures 6, 7, and 8 and appended Table XX illustrate the percent of pupils in English and Spanish reading levels one through twelve.

FIGURE 6

BILINGUAL PUPIL ENGLISH AND SPANISH READING LEVELS,
SEPTEMBER 1976 AND JUNE 1977

LOWER PRIMARY



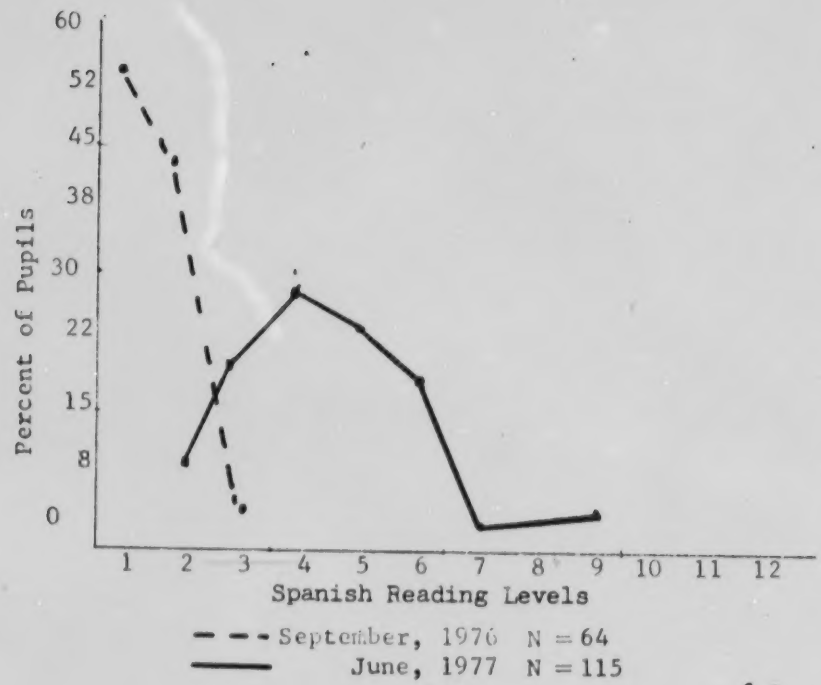
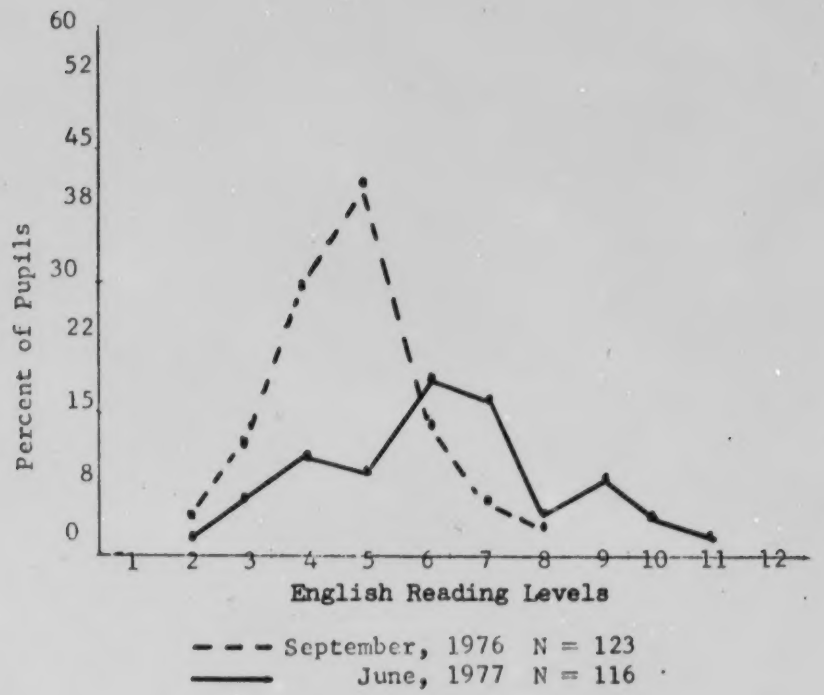


FIGURE 7

BILINGUAL PUPIL ENGLISH AND SPANISH READING LEVELS,
SEPTEMBER 1976 AND JUNE 1977

MIDDLE PRIMARY



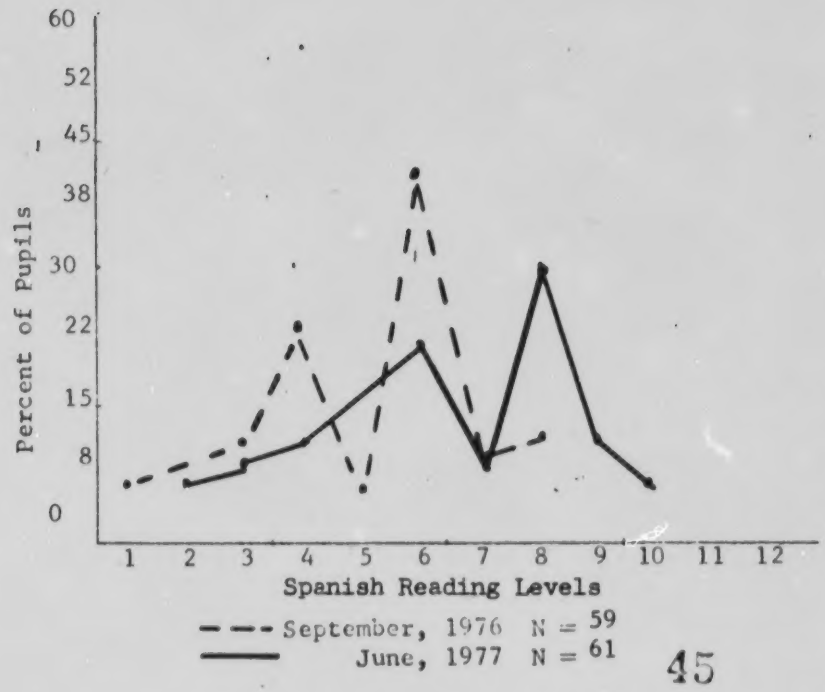
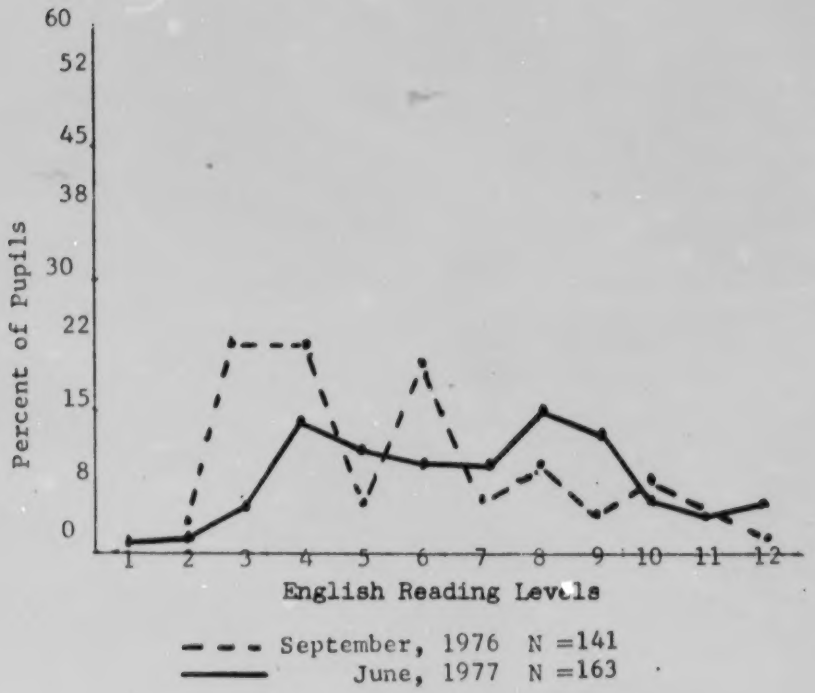


FIGURE 8

BILINGUAL PUPIL ENGLISH AND SPANISH READING LEVELS,
SEPTEMBER 1976 AND JUNE 1977

UPPER PRIMARY



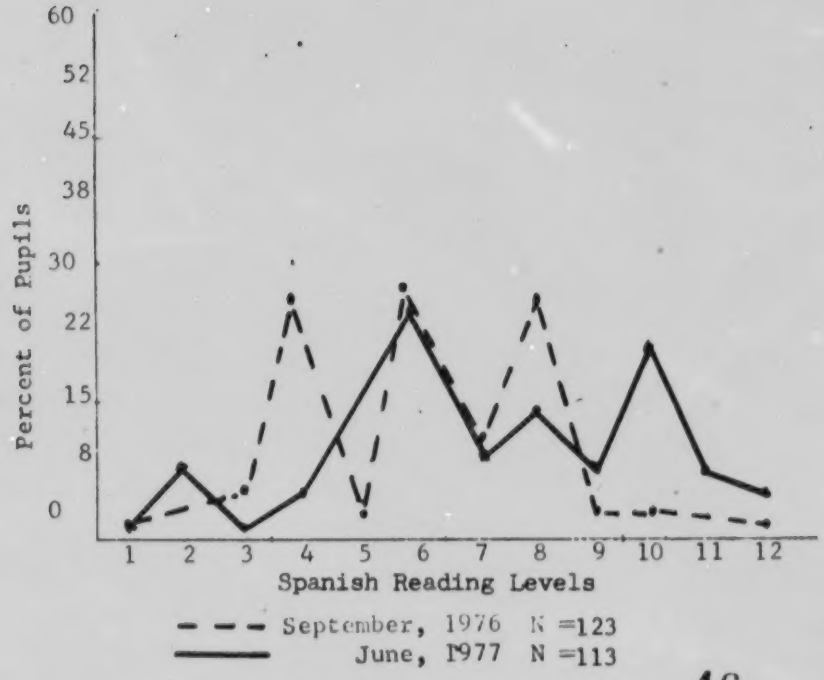


TABLE 10

AVERAGE READING LEVELS, JUNE 1977

Grade Level	English		Spanish	
	Number of Pupils	Mean Reading Level	Number of Pupils	Mean Reading Level
Lower Primary	104	4.6	69	4.2
Middle Primary	125	6.8	55	6.9
Upper Primary	128	7.4	109	7.4

If parental assistance were enlisted, homework and summer work assigned, and special attention provided problem readers, perhaps the end-of-year levels could be raised closer to the ideal Level 12 before entering the elementary years.

Mathematics

Process

In general, mathematics was taught in the dominant language, from 30 to 60 minutes per day. Two teachers taught math in English only because the pupils were English-dominant or bilingual. Middle and upper-primary classes used two or three textbook levels because of split-level classes or differences in pupil achievement. Some teachers assigned math homework.

Methods

Concepts were taught in several ways:

1) Bilingually to the entire class with aide assistance to pupils grouped by language and ability
2) Grouping by language
3) Grouping by ability, bilingually
4) Bilingually to entire class followed by individual instruction
5) Bilingually to entire class followed by group and individual work
6) Grouping by ability, English
7) Entire class, Spanish or English on alternate days
8) Entire class, English followed by ability groups, assistance with Spanish usage
9) Individualized, English or Spanish on alternate days, monolingual and bilingual students help small groups monolingual
10) Grouping by grade level, Spanish or English on alternate days

Materials

"Investigating School Mathematics", Books 1, 2, 3
Random House, English
Addison-Wesley, English or old Spanish edition

Spanish word cards, teacher-made

Text workbooks

ESEA Title I math objectives

Calculators for checking work

Teachers translated the English language texts.

Problems

1) Teaching in two languages required twice as much time.

2) Difficulty in teaching multi-grade-level classes

3) Texts did not have Spanish editions.

4) Pupils who had no previous schooling and pupils who transferred from regular classrooms increased the range of abilities within the classroom.

5) One teacher found the text confusing so used selected lessons from it.

6) Some pupils who were assigned to Title I math centers did not need the service. New pupils who needed Title I math services did not receive it because they were not selected for referral in 1976.

7) Word problems in Spanish are needed.

8) Mexican texts were too difficult because they used the Metric system.

Achievements

1) In a mixed lower-primary/middle-primary class, middle-primary pupils worked well independently.

2) Spanish version of Addison-Wesley (old edition) was useful for word problems.

Objective

Mathematics: Upper Primary: On the Metropolitan Achievement Tests, Elementary, English-speaking pupils will demonstrate their

proficiency in problem-solving, all pupils in computation (English and Spanish instructions), all pupils in concepts (with teacher assistance with language for Spanish-dominant).

Program group mean scores will equal or exceed comparison group mean scores.

Evaluation Design

Math subtests of the Metropolitan Achievement Tests, Elementary, Form F, were administered to upper-primary pupils as part of the City-Wide Testing Program. The computation and concepts subtests were administered in the pupil's dominant language, English or Spanish. The problem-solving subtest involved English reading and was not given to monolingual Spanish pupils.

The comparison group was composed of Spanish-surnamed pupils in regular classes in the Bilingual Program schools.

Findings

At the end of upper primary, the 96 Bilingual Program pupils who were tested scored significantly higher than the Spanish-surnamed comparison group, with 90 percent in the upper half on national norms. Six students at Kagel were tested with Spanish instructions, one scoring high, four average, and one low on national norms for computation and concepts subtests. A total of 41 pupils were not tested, including 23 from a single classroom.

TABLE 11

UPPER PRIMARY MATHEMATICS ACHIEVEMENT
METROPOLITAN ACHIEVEMENT TESTS, ELEMENTARY, MAY 1977

Group	Total Math, 115 Items				Percent at Various Percentile Ranks			
	N	$\bar{x}$	SD	t	50 and over	77-99 above	23-76 average	1-22 below
Bilingual	96	53.7*	20.9	4.99	90	20	80	0
Spanish-Surnamed	76	40.1	14.9		72	4	96	0
MPS Total	1,539	50.4			25	9	48	43

* Difference is significant beyond the .01 level

Discussion

Pupils tested at five of the six schools made an excellent record in math and fulfilled the objective. It appears that the math program is successful, but it is not possible to make an unqualified statement unless all pupils are accounted for.

MEXICO

Secondary Evaluation

Title VII served 210 students in five secondary schools in three courses: English for Latinos at Kosciuszko and Wells Junior High Schools; Bilingual Typing at Lincoln Junior/Senior High School, South Division, and West Division High Schools; and Career Orientation at South Division High School.

Of the 210 students, ethnicity was: 37 percent Mexican, 54 percent Puerto Rican, and nine percent Spanish-surnamed of unreported ethnicity. Forty-eight percent attended the same school in 1975-1976. Thirty-nine percent transferred from another public school, most from junior to senior high schools. And seven percent entered this year from Mexico or Puerto Rico. The remaining six percent were from other United States' cities or non-public schools.

Forty-five students left the program, four percent transferred to other city schools, three percent dropped the course, two percent progressed into regular English reading classes, two percent moved to Puerto Rico, 0.5 percent graduated, three percent dropped out of school, and two percent never attended class.

Career Orientation

Process

Career Orientation started in February 1976 to enable students to explore career opportunities related to their interests and/or bilingual abilities. The curriculum considered continuing education requirements and entry level jobs related to career goals. The class met two or three times a week at South Division High School. Thirteen students were enrolled, two in eleventh grade and 11 twelfth graders. Twelve were bilingual and one was Spanish-dominant.

Methods

Both English and Spanish were used as the classroom language.

At least once a week representatives from educational and business organizations visited the classroom to advise students in areas such as job opportunities, college entrance, and financial aid for higher education. Many of these persons were Hispanic-American. The bilingual guidance counselor helped to invite speakers and to open the sessions to other Latin students.

The class joined with the Boy Scouts of America for a four-day job seminar on conducting job interviews.

Each student wrote a personal resumé of his interests and information leading to his career goals.

Materials

The course guide, "Teachers Guide: Career Orientation", was followed. "Employability Skills", a placement education program developed by the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, was utilized. Worksheets, such as sample job application forms, were prepared by the teacher. Movies, film strips, and tape recordings were utilized.

Problems

Small enrollment (N=13) and high pupil attrition (30 percent) continued to characterize the Career Orientation course.

Another problem was the teacher's heavy load in preparing for two completely different courses in addition to Career Orientation.

Objectives

Career Orientation: Students will demonstrate a knowledge of requirements for participation in various areas of employment including both educational and attitudinal requirements by averaging 90 percent correct on the Career Preparation Survey.

Posttest mean score will be significantly higher than pretest mean score and will score 90 percent correct.

Students will demonstrate a knowledge of job-seeking skills by completing a job application correctly.

No more than one error by 90 percent of pupils on posttest.

Students will demonstrate an orientation toward the selection of career goals by . . .

a. completing an Inventory of Interests
b. completing a Personal Career Profile

All pupils will complete a Personal Career Profile by the end of the semester.

Evaluation Design

Students were pre and posttested by responding to the locally-devised Career Preparation Survey and by filling out a Wisconsin Telephone Company job application.

Findings

Nine students were pre and posttested.

Results are shown in Table 12.

TABLE 12

CAREER ORIENTATION RESULTS

N=9

Test	Career Preparation Survey 35 items				Job Application 31 items			
	$\bar{x}$	SD	Mean Percent Correct	t	$\bar{x}$	SD	Percent One or Less Errors	t
Pre	12.56	2.79	36		17.11	7.53	22	
Post	27.00	2.30	77	9.68*	30.33	0.67	89	5.21*

* Difference is significant at or above the .01 level of confidence

On the Career Preparation Survey, students scored significantly higher on the posttest than on the pretest. The average percent of correct posttest items was 77 percent, 13 percent below the 90 percent criterion.

Eighty-nine percent of pupils had one or no errors on the job application.

All students completed Personal Career Profiles.

Discussion

Career Orientation students came very close to reaching the high criteria. They left the program with occupational goals and with know-how for seeking employment and entering college, as evidenced by the marked improvement between pre and posttests.

It would be advisable to reach greater numbers of students, perhaps by opening classes to tenth-grade students.

English for Latinos

Process

English for Latinos was initiated in 1975-1976 to help secondary students improve English language skills while earning required English credits. Program enrollment totalled 130 students in three secondary schools, Table 14.

TABLE 13

ENGLISH FOR LATINOS DATA, 1977

School	Grade Level	Number of Pupils			Total	Number of Classes
		English-Dominant	Spanish-Dominant	Bilingual		
Kosciuszko Junior High	7-9	0	20	50	70	5
Wells Junior High	7-9	2	2	9	16*	1
West Division High	10-12	1	0	33	34	2
Total		3	22	92	130	8

* Three not reported

Bilingual/bicultural teachers used Spanish to assist Spanish monolingual students in learning English. Students from bilingual homes needed help in developing English vocabulary and comprehension skills. The course was designed originally for students who completed English as a Second Language but whose language was still limited, particularly in grammar and writing.

Methods

All language arts skills were covered, with an emphasis on grammar. Oral reading, writing, using a dictionary, and library work were taught. The three

teachers used these methods:

1) Individualized instruction in English. Aide used ESL curriculum for the Spanish-dominant. Oral reading and discussion of stories. Students spent nine weeks in the HILL reading lab.
2) Two ability groups
3) Teacher worked with individuals at their own level, while the aide worked with groups. Classes took field trips to the library.

Materials

"Modern American English"
Scholastic Magazine
Paperback novels
"English Made Easier" and "Open Highways" (MPS curriculum)
"Building English Sentences", Institute of Modern Languages
Newspapers
Filmstrips and tapes on grammar
"Study of the Dictionary", Milliken Company
"Two-Word Verbs"
"Getting the Main Idea", Barnell Loft, Ltd.
"American English", Dixon

Problems

1) Parent contact is difficult.
2) Course guidelines should be more specific.
3) ESL students are enrolled because it is the only place to go.
4) Teacher needs to modify regular English guidelines for the Bilingual Program.
5) Many pupils who were failing because of language were not programmed into English for Latinos.

Achievements

1) At one school, the English for Latinos program has been coordinated into the English department.

2) Supervisor was very supportive according to the teachers.

3) More materials were available.

4) Five students reached grade-level English skills and joined regular English classes during the year.

Objectives

English 7-8: Ninety percent of the students will demonstrate language competency by producing sentences in each of the four basic sentence patterns used by selecting appropriate standard usage.

Seventy-five percent of the students will demonstrate the ability to comprehend various literacy genres by presenting synopses of pieces of literature.

Seventy-five percent of the students will demonstrate paragraph development by producing a well-developed single-paragraph theme.

English 9: Seventy-five percent of the students will demonstrate sentences using transformation, modification, subordination, and coordination. Ninety percent will select appropriate standard usage.

Seventy-five percent of the students will demonstrate the ability to respond to various literary types by employing the first two levels of response, association, and explication.

Fifty percent of the students will demonstrate composition skills by producing a well-developed three-paragraph theme.

Evaluation Design

Students were pre and posttested with the Milwaukee Public Schools Diagnostic Tests for:

English 7-8: Usage, Composition, Literature
English 9: Usage, Language, Literature, Composition

Pre/post English reading tests were administered in the Reading Center program at West Division.

Findings

(Table 14 on next page)

TABLE 14

PRE/POST ACHIEVEMENT, ENGLISH FOR LATINOS

	Mean Percent Correct					
	English 7 -8			English 9		
	N = 23 September	May	Criterion	N = 22 September	May	Criterion
Usage	66	72	79	Usage	74	78	90
Composition (Write one paragraph)	0	70	75	Composition (Write three paragraphs)	5	23	50
Literature (Write summary)	13	74	75	Literature:			
				Association	5	18	75
				Explication	5	23	75

Of the 130 students enrolled, only 45 were tested both pre and post: 16 transferred to other schools, 35 enrolled in the second semester, eight were chronic absentees, eight transferred to regular English classes, and the remainder left school for various reasons. The floating nature of the pupil population posed problems for teaching, learning, and evaluation. The record of the 45 who completed the course shows that English 7-8 students achieved close to criterion levels on Composition and Literature, whereas English 9 students did not. The Usage test was the same for both levels, neither of which demonstrated significant pre/post gains in performance. Mean pre/post scores on the 40-item test were 26.4 and 28.7 ($t=2.25$) for English 7-8 and 29.5 and 31.1 for English 9 ($t=1.70$). The 17 students pre/posttested at West Division on the Reading Center tests made a significant gain from 5.8 to 6.7.

Discussion

Clearly, those students who attended class and those who reached levels enabling them to transfer to regular English classes demonstrated overall improvement. In the case of the Usage test, expected outcomes for English 7-8 should be lower than for English 9, either by changing the criterion or developing a different test form. In order to move closer to attainment of the objectives, more classroom time should be devoted to the development of reading comprehension and the art of writing. Guidance counselors could be of assistance in alleviating attendance problems by encouraging eligible students to enroll at the beginning of the year. In some way, the program should try to reach students who enroll but are truant from class, as this is the group whose future is most dependent on a successful school experience.

Typing I and Typing II

Process

In 1975-1976, business education and bilingual teachers developed the Bilingual Typing I and II courses. In 1976-1977, one class at each level was offered at South Division High School where Typing II students were expected to maintain concurrent enrollment in Spanish Business Correspondence, a new locally-funded offering. An itinerant teacher served one class at each level at West Division High School and one combined Typing I and Typing II period at Lincoln High School. Program enrollment totalled 76, as noted in Table 15. Students worked in their dominant language in Typing I and in both English and Spanish in Typing II.

TABLE 15

TYPING I AND TYPING II PUPIL DATA

School	Grade Level				Total Served	Number of Pupils		
	9	10	11	12		English	Spanish	Bilingual
Lincoln:								
Typing I	2	5	2		9	0	2	16
Typing II	4	5			9			
South Division:								
Typing I		14	14	2	30			
Typing II			14		14			
West Division:								
Typing I	2	3	3	1	9	2		
Typing II	-	3	2	-	5			
Total	8	30	35	3	76			

Methods

The classes met daily and were taught bilingually. In the mixed class at Lincoln, the teaching of Levels I and II was alternated, as well as the languages. One week of instruction in keypunching was included at Lincoln.

Materials

Gregg's Typing 300 Volumes I and II were the English texts. Both had workbooks. A suitable Spanish text, "Mecanografía" by Gregg, was available only for Typing I. Teachers had to develop materials for Typing II.

Problems

1) The combined Typing I and II class was difficult to teach.
2) Lack of Typing II textbooks was a handicap.
3) More Spanish-keyboard typewriters were needed.
4) Some classes conflicted with other bilingual offerings.
5) Spanish Business Correspondence was not implemented at two schools because guidelines had not been developed.

Achievements

1) A new person with the specified credentials replaced the former itinerant teacher.

Objectives

Typing I: At the end of Typing I, students will demonstrate, in their dominant language, the ability to . . .

a. name the parts of the typewriter; 90 percent of students
b. divide words correctly; 75 percent of students
c. take dictation in longhand; 90 percent of students
d. proofread; 90 percent of students
e. type a minimum of 25 WPM with no more than one error per minute; 90 percent of students

Typing II: At the end of Typing II, students will demonstrate the ability to . . .

a. syllabicate and punctuate in both Spanish and English; 75 percent of students
b. translate materials from one language to the other; 75 percent of students
c. type a minimum of 40 WPM in both languages; 90 percent of students

Evaluation Design

Typing skills were assessed pre and post. Posttests included items which were appropriate only at the end of the year such as a speed test in Typing I and translations in Typing II.

Findings

Results are shown in Tables 16 and 17 and Tables XXI and XXII (Appendix).

TABLE 16

END-OF-YEAR PERFORMANCE, TYPING I

Objective in English or Spanish	Percent of Students Expected to Accomplish Objectives	Number of Students Tested*	Percent of Students Who Accomplished Objectives
Name parts of typewriter (12 parts)	90	33	61
Word Division (eight words)	75	33	30
Longhand (dictation) 76 English 50 Spanish	90	34 Eng 8 Span	97% scored 70-76 English 88% scored 45-50 Spanish
Proofreading	90	24 Eng 8 Span	53% scored 15-19 English 100% scored 10-11 Spanish
Type 25 words per minute, one or less errors per minute	90	23	70

* Enrollment = 48

1) Typing I

Twenty-six students were tested both pre and post. Significant gains were made in identifying parts of the typewriter, word division, and taking written dictation. There was no improvement in proofreading, Table XXI (Appendix). At the end of the year, the 17 timed students typed at an average speed of 27.4 words per minute, achieving the criterion of 25 words per minute.

TABLE 17

END-OF-YEAR PERFORMANCE, TYPING II

Objective in English and Spanish	Percent of Students Expected to Accomplish Objectives	Number of Students Tested*	Percent of Students Who Accomplished Objectives
Syllabication (eight points)	75	South 12 Eng or Span West, Lincoln 13 Eng 12 Span	13 0 0
Punctuation (letter, 35 points)	75	17	65% English 30-35 points 41% Spanish
Translate . . .			
English to Spanish (41 points)	75	24	33% scored 37-41 points
Spanish to English (35 points)	75	22	45% scored 27-32 points
Type 40 words per minute:			
English	90	18	51
Spanish	90	18	50

* Enrollment = 28; 15 at South Division, nine at Lincoln, four at West Division

2) Typing II

Students who were tested demonstrated the ability to address envelopes, compose letters, construct tables, and type a manuscript with footnotes in rough draft form.

Sixteen students were timed for two minutes pre and post. Their average speed increased significantly from 32 to 43.8 words per minute, achieving the criterion 40 words per minute minimum. On the posttest, these 16 students were timed in both English and Spanish. They averaged 39 words per minute in English and 34 words per minute in Spanish, Table XXII (Appendix).

Discussion

Over half of Typing I students who were tested reached the most of course objectives (Table 16). The average class performance showed that many skills were developed in the interim between pre and posttests, with the exception of Word Division.

Typing II students were tested for speed and translation in both languages. Other skills were checked in the dominant language at Lincoln and West Division. In all areas, there were discrepancies between criterion and actual achievement, the greatest being in Word Division (syllabication). In Typing I and Typing II, students need more practice in Word Division in both languages.

Typing tests will be revised to insure appropriate levels of difficulty, to eliminate repetition, and to simplify scoring procedures. Teachers suggested that filing, business math, and record-keeping be included in the Typing II curriculum. According to the curriculum specialist for business education courses, these skills are included in business education courses. Bilingual business education courses could be developed when there is sufficient demand for them.

EVALUATION OF ATTITUDES

EVALUATION OF ATTITUDES

Cultural Attitudes

Evaluation Design

The Cultural Attitude Scales measured two goals of the elementary Bilingual Program:

1) To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language

2) To promote in English-speaking children a personal awareness and respect for the cultural values of the Spanish-speaking people

The scales were administered to upper-primary Bilingual Program and comparison pupils at northside schools (Holmes and Cass) and southside schools (Allen-Field and Forest Home). Anglo, Mexican, and Puerto-Rican booklets each contained 15 illustrations of symbolic cultural symbols for dress, foods, and sports. Attitude was indicated by marking one of five happy-to-sad faces or a questioning face. All pupils responded to the Anglo booklet and either the Mexican (southside pupils) or Puerto-Rican (northside pupils) booklet. Each scale yielded two scores, cultural attitude and cultural knowledge. According to the evaluation objective, by the end of primary, Bilingual Program pupils will have a more positive attitude toward their own and other cultures than similar non-bilingual/bicultural education pupils. The bilingual group will equal or exceed comparison group mean scores on the Cultural Attitude Scales -- Puerto Rican, Mexican-American, and Anglo-American.

Findings

Comparisons were made between bilingual and non-program pupils according to location (north vs. southside) and ethnic background (Anglo, Black, Mexican, or Puerto Rican). Data are in Table **XXIII (Appendix)**.

1) Cultural Attitude (Figure 9)

The maximum possible score was five, representing a "very happy" attitude; four points was "happy", three "neutral, and two and one "sad" and "very sad".

By ethnic group:

Anglo

Scores ranged from 4.0 (Anglo and southside Bilingual Program) to 4.5 (Black Bilingual Program), with no significant differences among the groups compared.

Mexican

Scores ranged from 3.6 (Black Bilingual Program) to 4.7 (Mexican Bilingual Program), with no significant differences among the groups compared.

Puerto Rican

Scores ranged from 3.3 (Black regular program) to 4.4 (Puerto-Rican Bilingual Program), with a significant difference between program (4.2) and non-program (3.5) northside schools.

2) Cultural Knowledge (Figure 10)

The maximum possible score was 15.

By cultural group:

Anglo

Scores ranged from 10.3 (Mexican comparison group) to 15 (Anglo Bilingual Program group), with no significant differences among groups compared.

Mexican

Scores ranged from 9.8 (Anglo and Puerto-Rican comparison) to 14.5 (Mexican comparison), with no significant differences between groups compared.

Fig. 9. MEAN SCORES, CULTURAL ATTITUDE SCALES

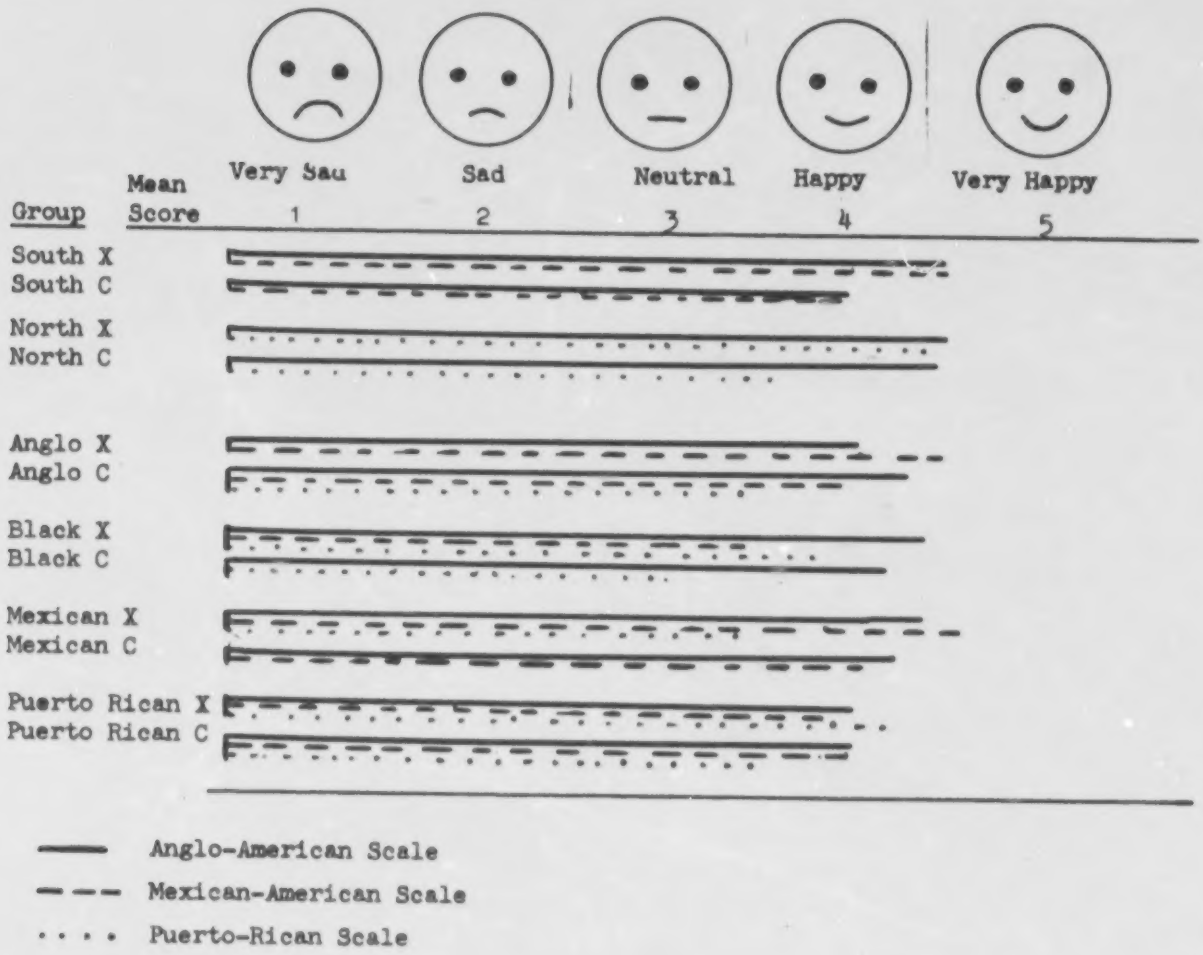
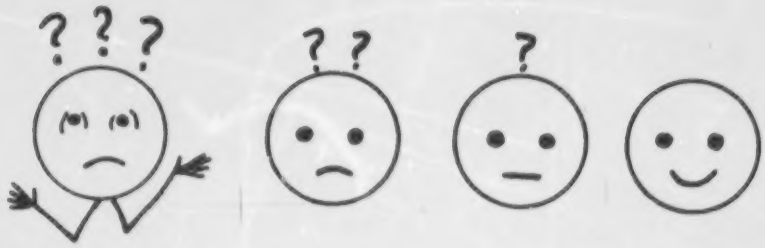
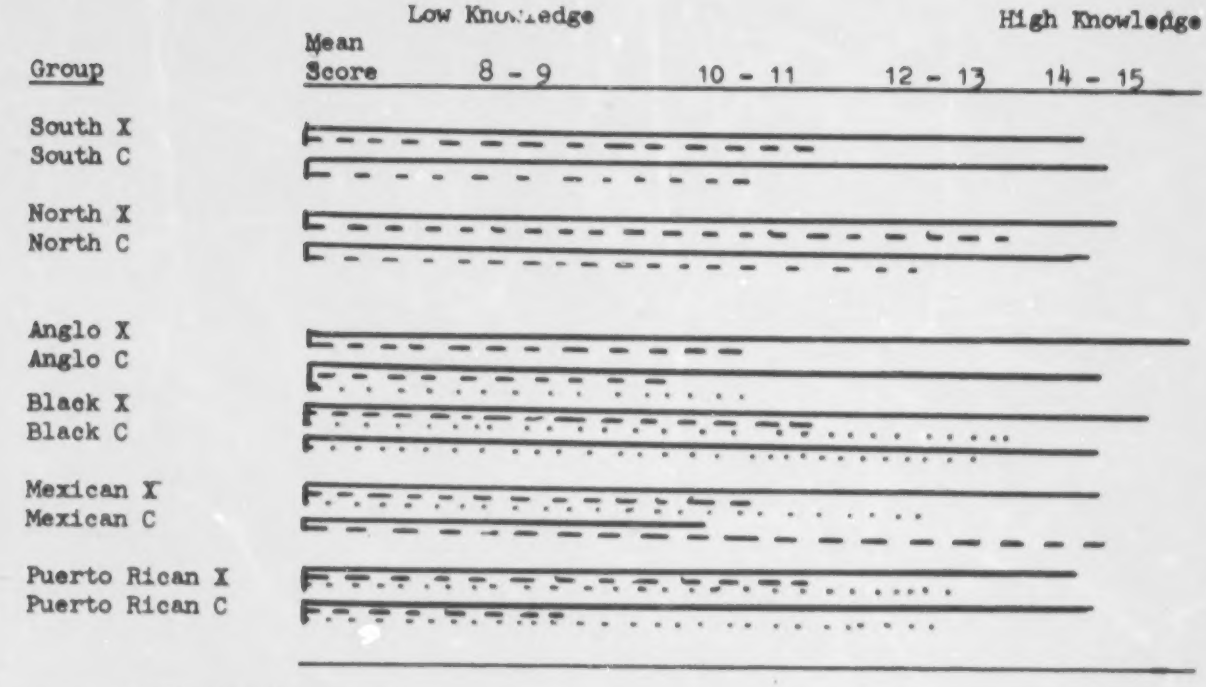


Fig. 10. MEAN SCORES, CULTURAL KNOWLEDGE SCALES



Low Knowledge — High Knowledge



—— Anglo-American Scale

– – – Mexican-American Scale

····· Puerto-Rican Scale

Puerto Rican

Scores ranged from 10.6 (Anglo comparison) to 14.0 (Black Bilingual Program), with no significant differences between groups compared.

Discussion

All pupils felt on the "happy" side of neutral toward all the cultures. The one demonstrable program effect was in the northside schools where there was a significantly better attitude toward the Puerto-Rican culture within the Bilingual Program. In this sense, the objective was attained. The few Anglo children in the Bilingual Program gave their own culture the lowest ratings. Mexicans and Puerto Ricans rated themselves highest. Have Anglo-American children developed a higher regard for the symbols of other cultures than for their own? The problem of the lower self-image of Anglo pupils in a bilingual classroom was noted by anthropologist, Peter Lee[4], in his report of observations of pupil self-concept in Bilingual Program and regular sixth-grade classes at Vieau School. He found no difference in cultural attitudes or self-image between Latino groups in regular and bilingual classrooms.

Cultural knowledge of all groups was high on the Anglo instrument and slightly lower on the Mexican and Puerto-Rican instrument. Enrollment in the Bilingual Program made no difference according to this measure. Anglo culture permeates the ordinary school environment. Other ethnic knowledge could be home-based and/or taught in both regular and Bilingual Program classes.

The findings indicate that development of positive feelings toward the minority Anglo and Black cultures in bilingual classrooms should receive greater emphasis.

Attitude Toward School

Evaluation Design

In spring, both elementary and secondary Bilingual Program pupils were surveyed to estimate group attitudes toward school. Tests were selected from "Affective Measures: Attitude Toward School" published by Instructional Objectives Exchange. Local educators developed Spanish translations enabling all students to be tested in their dominant language.

One hundred fifty-three elementary pupils responded to ten statements about two aspects of the classroom, learning tools and physical environment. Middle-primary pupils marked "Yes" or "No" in response to statements read by the teacher. Upper-primary (third grade) pupils responded to printed statements by marking A (Agree), U (Uncertain), or D (Disagree).

One hundred twenty-eight secondary students in English for Latinos classes responded to the School Sentiment Index. The index listed eighty statements describing their teachers, their peers, the social structure and climate of their school, their behavior associated with learning, and their school in general. Students indicated whether they strongly agree, agree, disagree, or strongly disagree with each statement.

Findings

Elementary results are shown in Table 18.

TABLE 18

ELEMENTARY ATTITUDE TOWARD SCHOOL
AS MEASURED BY "MY CLASSROOM" SURVEY

Grade Level	Number of Items	Mean Raw Scores					
		English-Dominant		Spanish-Dominant		Total Group	
		N	$\bar{x}$	N	$\bar{x}$	N	$\bar{x}$
Middle Primary	10	93	8.08	39	7.56	132	7.92
Upper Primary	20	60	13.92	76	12.40	136	13.07

The maximum scores of ten points on the middle-primary and 20 points on the upper-primary measures "represents a student perception of learning tools as accessible, interesting, and comprehensible; physical environment as organized and well-managed"(3). These factors are assumed to exist to a greater degree with greater pupil agreement with the statements. Middle-primary pupils averaged 79 percent of the maximum, upper primary 65 percent. Both results reflect positive feelings.

Secondary students averaged 210 points on the School Sentiment Index. The maximum score, 320, "is indicative of a positive overall attitude toward school"(3). Since these students scored 66 percent of the maximum, we can assume an overall mildly positive attitude toward school, comparable to the third graders' attitude.

Discussion

The outcome is evidence that the Bilingual Program is achieving its goal, "To instill pupils with self-respect, confidence, and the desire to remain in school".

In the absence of normative data, interpretation is difficult. Presentation of attitude measures to comparison groups is recommended to reveal whether Bilingual Program and non-Bilingual Program pupils differ in attitude toward school.

Parent Survey

The parent survey was addressed to the following program goals:

1) Elementary

To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language

2) Secondary

To increase the Spanish-speaking pupil's self-concept and pride in his own cultural background and family at the same time he is learning to appreciate and esteem a new culture

To instill pupils with self-respect, confidence, and the desire to remain in school

To foster in students a positive feeling of group identity as members of the Milwaukee Latin-American community

3) Parents

To involve parents and community members in the planning, implementation, and evaluation of the Bilingual Program

To motivate parents to become more involved in the educational process and to become more aware of communication channels between home and school

Evaluation Design

A random sample of half of the parents of pupils in all Board-funded and ESEA Title VII bilingual programs were surveyed in May. A Spanish/English questionnaire was sent to parents of 248 K-6 pupils and 241 Grade 7-12 students.

Items on the parent survey were developed with the cooperation of the Parent Evaluation Committee and the Bilingual Program administrative staff. "Questionnaire, Parent Attitude Toward Bilingual Education", a publication of

the Las Cruces Public Schools, New Mexico, was the model for Items 5, 6, 7, and 8.

Findings

Percent response of elementary and secondary parents is shown in Table 19. Twenty-nine percent (73) of elementary parents and 16 percent (38) of secondary parents responded.

TABLE 19

PARENT SURVEY RESULTS

Question	Percent Response Elementary N=73				Secondary N=38			
	*Y	N	?	NR	Y	N	?	NR
1) This year, has your child improved in . . .								
speaking English?	59	1	0	40	66	8	3	23
speaking Spanish?	84	4	0	12	71	3	3	23
understanding English?	73	1	0	26	68	3	5	24
understanding Spanish?	75	3	0	22	82	0	3	15
2) Answer this question only if your child is at or above middle primary (second grade). This year, has your child improved in . . .								
reading English?	41	3	0	56	50	3	0	47
reading Spanish?	38	5	1	56	55	5	0	40
writing English?	36	3	1	60	50	3	0	47
writing Spanish?	30	4	3	63	42	8	0	50
3) Has the Bilingual Program helped to increase your child's pride in his/her Latin-American background?	78	1	10	11	89	3	0	8

* Y=Yes; N=No; ?=Don't Know; NR=No Response

TABLE 19 (Continued)

Question	Percent "Yes" Elementary N=73	Secondary N=38
4) Have there been changes at home because your child is in the Bilingual Program?		
We speak more Spanish.	62	45
We speak more English.	34	21
We cook more Hispanic foods.	27	47
We have learned more Puerto Rican history.	25	32
We have learned more Mexican history.	23	39
We listen to more Hispanic music.	36	47
We observe more Hispanic customs.	38	61
We feel increased pride in our heritage.	45	71
Our young child is teaching the older child(ren) to speak Spanish.	32	29
Other (Please specify.)	0	0
5) School seems to be helping my child like himself more than before.	86	79
School seems to be making no difference in my child's attitude toward himself.	10	16
School seems to be making my child like himself less than before.	1	3
No Response	3	2
6) The school informs me of everything I want to know about my child's schooling.	88	74
The school informs me very little of what I want to know.	7	16
The school informs me nothing of what I want to know.	0	5
No Response	5	5
7) Parents should be included more in educational decision-making.	67	82
Parents should be included about as much as they are now included in educational decision-making.	16	18

TABLE 19 (Continued)

Question	Percent "Yes" Elementary N=73	Secondary N=38
7) Continued		
Parents should be included less in educational decision-making.	0	0
No Response	17	0
8) My child seems to be happy in school.	93	89
My child seems to be indifferent about school.	1	5
My child seems to be unhappy in school.	0	3
No Response	6	3
9) Attended school programs	40	37
Visited the classroom	66	39
Met with the teacher	68	45
Attended parent meetings at school	45	45
Helped the teacher in the classroom	12	13
Attended a City-Wide Bilingual/Bicultural Advisory Committee meeting	21	24
Attended a School Board meeting	12	21
Accompanied the class on a field trip	22	5
Attended desegregation meetings	26	32

At the end of the survey form, parents were invited to add their comments and suggestions, which are quoted in English on the following pages. Comments originally in Spanish are reproduced in the Appendix, Pages 159-163.

Comments, Elementary:

We speak more English.

Our children learn both languages.

I think that the Bilingual Program is of total importance since there are children that don't speak Spanish and being in the program can help supply their needs.

TABLE 19 (Continued)

Comments, Elementary: (Continued)

My comment is the following: The Bilingual Program is a very important program for the whole Latin community because it is the principal way for a better education for our children. I hope that day after day the program becomes stronger and opens more paths in the future.

I am proud that my two children speak and read and write the two languages.

For me, it is a proud thing that this program continues and expands so that my children can always maintain the two languages.

I think that the Bilingual Program is as important for the Latins as for the Americans.

My little girl has found out more about her Mexican heritage. Before she would not speak nor listen and now she does, thanks to the Bilingual Program.

My daughters can communicate better with their grandparents.

Spanish is learned in school.

In the Bilingual Program, the child doesn't forget Spanish.

I believe and I can understand that the Bilingual Program has been one of the best programs in respect to the betterment of teaching of the Latin children. I am very proud and satisfied that my son is studying in this program, and I am happy with the effort of the teachers of my child for their work in helping my son progress. A thousand thanks to the teachers and the schools of Milwaukee, Wisconsin.

We are pleased with the way in which the programs are developing and for the manner in which the schools are fighting to develop more Latin programs and bilingual courses.

I wish that they had this program when I was in school. Right now, it has helped me alot. My child likes it alot because now she can talk to her grandparents and understand them. The teacher is very nice and has helped my child alot. I think that you should continue the program.

I think they should keep having bilingual classes.

I think the Bilingual Program should still continue.

My child is very excited with the program and enjoys it very much.

TABLE 19 (Continued)

Comments, Elementary: (Continued)

My children understood Spanish but they didn't speak it. Since they began in the bilingual classes, they forced themselves to talk the language more. This year we will return to our native country and I feel comfortable because my children, although they don't write Spanish, understand it better. I suggest that they expand the Bilingual/Bicultural Program up to the sixth grade.

My son has gained sufficiently in the Bilingual Program. He has bettered himself alot. He knows how to speak more Spanish. He explains himself better and uses Spanish better than before. The Bilingual Program is the best thing that the schools have brought about. I have another little girl in the Bilingual Program, and she has improved sufficiently. She can read Spanish very well.

I don't have anything to say. I think the Bilingual Program is very good especially for my daughter for whom it is very difficult to learn English because she is a little retarded and a little timid. I hope she continues learning Spanish and later to learn English. We are happy about the bilingual programs because they have progressed sufficiently and also, with the help of the teachers, we hope that these bilingual/bicultural programs will continue thusly. Thanks.

This is a very good and interesting program especially for our children who can communicate and express their ideas better with us or with some of the relatives in Puerto Rico who don't speak English.

I would like to see more bilingual materials in use, written materials as well as books.

I would like the Bilingual Program to expand more.

My son seems to enjoy the Bilingual Program.

I think bilingual classes are important to children or adults who want to learn Spanish because it is a wonderful thing to know. Any kind of language is nice to me.

The Bilingual Program is an excellent program. I hope that my children can have this kind of information for the rest of their school years. This is very important for them and for our culture.

For us, the Bilingual Program is very important and it should be in every school, since one learns to speak in two languages. (Especially for the Americans who only speak one) This way, it would give them the opportunity of speaking or learning the Spanish language. Spanish here in the United States ought to be the second language as is English in Puerto Rico or in other

Comments, Elementary: (Continued)

countries of the world, since the percentage of Spanish speakers in the United States is rather high. It would be a proud thing for us to conserve our language and not forget it. We would want this program to continue and that the English-speaking community will also support us since they, more than others, should be in agreement with this Bilingual Program. I express myself so because I have heard comments that they planned to eliminate this program from the public schools.

The Bilingual/Bicultural Program is very necessary, and there are many people who don't know its importance. When I went to school, almost no one knew about their native country, and they did not even speak in Spanish. Now, finally, the Latins are recognized in the school. I hope that no Latin forgets his native country and his heritage.

I would like my daughter to learn more about the history and culture of Mexico. I feel proud that my daughter speaks, reads, and writes English and Spanish.

First, I would like the school to be run the way it was run before. I speak more English than Spanish. The children are confused learning the Bilingual Program. I would like for them to improve in their English so, when they finish school, they can get a better job. They ask for a better-speaking English person, not Spanish speaking. I would like for them to have a better education. If they come from Spanish-speaking families, it would be better to start them with two teachers, one in English and the other in Spanish, so that they can understand what the teacher is saying; otherwise, the child would not pass and does not know what the teacher is saying, like my little girl I have in first grade.

I can't specify why I don't know the things they teach there; excuse me, but there are things that I don't understand.

Having my three children in the bilingual/bicultural class has improved the attitude in my children and also towards what they are, American-Mexican. Also, by having the children in bilingual/bicultural classes, they are learning more of our heritage. Something I didn't have a choice in my day in school. Some white children in my day made an American-Mexican ashamed and degraded. But now our children can walk proud and with dignity and not feel ashamed of what they are. The children, teachers, and parents plan Mexican Independence dances and also allow the children to dress for the occasion. They also are allowed to speak Spanish and sing and give a little history of our own heritage. They also have our own flags. The American flag first! Then the Mexican flag. Because we are American-Mexican!

TABLE 19 (Continued)

Comments, Secondary:

I think the Bilingual Program is very good for the simple reason that my son can read and write Spanish as well as his grandfather who went to college.

Make a pinata (and break it). Have more fiestas and programs like dancing of all Latin nationalities. Show the beautiful pottery from Mexico and also the clothes, you know, like mariachi and the ladies' beautiful gowns. See short films about Latin-American countries. Most of all, have patience with slow learners. They want to learn. I would like to see it continued.

The program is very helpful; my children have benefited by it.

I am very happy with the Bilingual Program because my children don't forget their native land, and there is more community among those people from Latin countries and who don't know English. I hope they (the community) will continue in the program and also help those Latino children raised here so they will be proud of their Latin ancestry.

I want my children to not forget to speak Spanish, in case we might someday return to our country, and also so that there will be more information in the state of Wisconsin and more help for the Latin community to continue its progress.

Because it is necessary that this program continue and develop so that our children will not lose their culture and learn all the important things about every ethnic group.

I think the Bilingual/Bicultural Program has been of great help, especially for those children who come from other countries and do not know how to speak English. I hope you will be able to continue ahead with the program and also help those Latin children reared here to feel proud of their Latin ancestry.

To me, the Bilingual Program is very good and should continue every year.

The words indicated are the ones which should be used in this questionnaire. Continue to educate our children with bilingual teachers.

I think that the Bilingual Program is of great benefit for the Latin community, since there are many kinds which are newly-arrived to the Milwaukee Public Schools and who don't know how to speak English.

The Bilingual Program is very important for the Latin students, and I think it should be expanded more. It has been of great help, especially for those students who do not know English. The Bilingual Program should be for every Latin student, not solely for those who want to learn to speak English.

TABLE 19 (Continued)

Comments, Secondary: (Continued)

I think the Bilingual/Bicultural Program is very good for the students. I would also like to see the program expand.

The Bilingual/Bicultural Program is very good and important. Very important!

Because it is the (original) language that should not be forgotten ever, no matter how many other languages are learned.

Regarding the Bilingual Program, I and my family are in complete satisfaction, and I am in agreement and grateful. It is the only thing that has me satisfied of the desegregation and of which I am not in agreement with, although I know I am not the only one.

Discussion

Of parents who responded to the questions, 59 percent to 82 percent had observed improvement in their child's understanding and speaking skills in both English and Spanish. Improvement in reading and writing was noted at 30 percent to 55 percent in children at or above middle primary. The Spanish language results in particular reflect an increase in cultural pride and knowledge.

In the Bilingual Program, 78 percent of elementary and 89 percent of secondary parents believed it had given their children greater pride in their Latin heritage; 86 percent elementary and 79 percent secondary that school helped the child like himself better; 93 percent elementary and 89 percent secondary that the child seems happy in school. Indirectly, from a parent viewpoint, this was strong evidence that Bilingual Program enrollment made a positive difference in self-image.

Home life was changed for many families because of the Bilingual Program. Over 50 percent of elementary households spoke more Spanish and over 50 percent of secondary homes observed more Hispanic customs and felt greater ethnic pride. In almost one-third of the homes, a younger child was teaching older siblings to speak Spanish. The extent of program carry-over into the homes was considerable.

A majority of parents expressed a desire to be included more in educational decisions. The City-Wide Bilingual/Bicultural Advisory Committee (CWBBAC) may wish to work with program administrators to increase parental participation. Parents have attained the goal of motivation to become involved in the educational process. The goal of involving them in planning, implementation, and evaluation could be pursued on a higher level than in the past.

All except two parent comments were favorable and the two reflected a misunderstanding of program options and operations, two areas which could be clarified for parents through the CWBBAC.

Teacher Survey

Evaluation Design

A Teacher Survey was developed with the administrative staff and sent to all 31 program teachers at the beginning of April 1977. The low response (N=5) was thought to be related to the 17-day teacher strike which erupted the following week. There were four primary respondents and one secondary.

Findings

Results are shown in Table 20.

TABLE 20

TITLE VII BILINGUAL TEACHER SURVEY, SPRING 1977

N=5

	Percent Response	
1) Have you observed that your school's staff have greater understanding of Hispanic pupils' . . .	Yes	No
potential?	40	60
cultural background?	60	40

2) Please comment on this year's inservice training program.

Strengths:

The reading consultant was excellent because she was very concrete.

A total drag

What inservices?

Glad to see one on reading in content areas

Very well organized and planned, efficiently carried out, useful and practical information

Weaknesses:

Wish there were more. Would like one on cultural heritage of the target cultures geared toward activities for primary classes.

Weaknesses: (Continued)

What inservice?

It lacked **Everything**!

I would like to see a materials workshop where the time would be spent making things for the classroom.

3) Please comment on the strengths and weaknesses of the following as they relate to the Bilingual Program.

Parent Involvement

Strengths:

Most parents seem very cooperative. I think because we can communicate.

At crucial times only was there unity.

Weaknesses:

Very poor. Parents hard to contact, unwilling to come to the school, little show of interest.

Weak -- I believe parents fear the school. They are often confronted with difficult English.

No support because of lack of communication

There is a great need for parent training on how and what to teach at home.

Availability of Social Work Services

Strengths:

When our regularly assigned social worker is unable or backlogged, the bilingual social worker is very willing to step in.

Weaknesses:

Too little too late! There is a great need for bilingual social worker, now!

A well-instructed or educated bilingual person is needed. One who knows the community or at least the culture.

It seems that the issue has to be very severe before we can legitimately refer.

TABLE 20 (Continued)

Psychological Services

Strengths:

Program (content) very good but very disorganized

My contact with the bilingual psychologist has been excellent -- a very well-qualified professional.

Weaknesses:

We have to wait so long because of the lack of personnel.

Also a great need, several students referred but no results.

Not very organized

Bilingual Reading Center

Strengths:

Excellent! My children enjoy going and have learned much.

At kindergarten level, I have very little contact with this.

Weaknesses:

No help to me

Guidance Services

Strengths:

High potential, little application. No contact.

Weaknesses:

There are no bilingual guidance services at Wells, so I ended up doing what I could for the students.

Supervisory Sources

Strengths:

Supervising teacher and coordinator

Very helpful, supportive, and encouraging

Constant contact and assistance, immediate feedback, source of many excellent materials

Elementary supervisor is a very qualified teacher, but hers is an impossible job.

Elementary supervisor very active and helpful (accessible)

TABLE 20 (Continued)

Weaknesses:

Too much work for one person

There needs to be more supervisors so that we can really benefit from their expertise.

"Spread too thin"; i.e., too much is expected of one person. It is not fair to her.

Clarification of resource teacher position

4) Please note any changes you would like to recommend.

Curriculum

Reading skill continuum divided up into primary and upper grades

All bilingual/bicultural classes use same math series

There is none for English for Latinos, but there should be.

A guide by grade level would be good.

I would like some kind of kindergarten curriculum guide.

Evaluation

The evaluation could be more in depth. I realize this is difficult to achieve.

Preservice Training

I feel preservice training should be more service oriented; i.e., what to do and how to do it to get results.

Inservice Training

I think it should be geared so as to benefit everyone.

English as a Second Language, Spanish as a Second Language, Science

How about another inservice on classroom management.

5) Please specify any materials which you adapted or created for bilingual education this year.

Good Food Train (health/nutrition); "Learning Lights" and cards, Story Start cards, math game -- place value and three-digit numbers. There are others.

Dittos for my Spanish readers, word cards

A part of the SCIS program was purchased this year. We hope to have it completed.

Discussion

The five respondents had diverse perceptions of the inservice training offerings, indicating a variety of special needs, some of which were not addressed.

Supplemental services by psychologists, social workers, guidance counselors, Bilingual Program supervisors, and bilingual reading centers were regarded highly but faulted for their general unavailability. Teachers indicated a need for accessibility, organization, and promptness when such services are required to facilitate learning.

Most teachers perceived a need for more parent contact and cooperation in teaching at home.

Inservice training, parent involvement, and available school services are factors which can be crucial in developing optimal conditions for learning. Time devoted to solving the problems related to these factors could result in achievement of program goals by more pupils.

ADDITIONAL STUDIES

ADDITIONAL STUDIES

Additional studies related to the Milwaukee Bilingual/Bicultural Education Program were conducted or coordinated as part of Title VII evaluation activities.

Study	Grade Level	Principal Investigator
Bilingual Reading Survey	6, 7, 8	Evaluator
Spanish Reading Comprehension	3	Dr. Oscar Ozete University of Wisconsin-Madison
Milwaukee Public Schools Language Survey	Pre-Kindergarten-12	Evaluator
Language Assessment Battery English/Spanish Equating Study	2, 5, 8	Dr. Anthony Polemeni New York Public Schools
Towards a Conceptualization of Research Methodology for Evaluating Bilingual Education in the Classroom	2, 3, 4	Dr. Vandra Masemann University of Wisconsin-Madison
The Effect of Bilingual/Bicultural Education on Students' Self-Image: An Attempt at Observational Investigation	6	Peter Lee University of Wisconsin-Milwaukee

Reports on the first three studies and local results of the fourth follow. Publication of national results for the fourth study and the report on the fifth study are due before the end of 1977. Reference is made to the sixth study in the section, "Cultural Attitudes".

Bilingual Reading Survey, February 1977

Problem

A study of English and Spanish reading skills was initiated in January 1977 to investigate whether the Bilingual Program had attained the goal:

> "To enable Spanish-speaking pupils, by the end of grade six, to achieve such general proficiency in their first language that they can pursue their studies with about equal ease in their first and second languages"

To determine goal attainment, sixth-, seventh-, and eighth-grade pupils in the Bilingual Program at Vieau School were given equivalent tests of Spanish and English. Only those identified by the teacher as having Spanish as a first language were included in the study. These pupils varied in years of enrollment in the Bilingual Program. Because reading instruction in both Spanish and English was offered only in the Bilingual Program, it was expected that equal performance in the two languages would be a function of years spent in the Bilingual Program. Three criteria were defined based on years in program regardless of grade level:

1) One-Two Years in Program

Pupils in sixth grade and over who had been only one or two years in the Bilingual Program were just acquiring second language reading skills. Their English/Spanish reading scores were expected to differ greatly in favor of their first reading language.

2) Three-Four Years in Program

Pupils who had been in the program three or four years would have entered second, third, or fourth grade with the ability to read either English or Spanish, depending on the country wherein they had their previous schooling. After three or four years in the Bilingual Program, they were expected to show moderate differences in scores, favoring their first language.

3) Five-Eight Years in Program

Pupils who had been in the Bilingual Program since kindergarten or first grade (five to eight years) were taught initial reading skills in Spanish. English reading was introduced in the second or third grade, after the individual demonstrated adequate ability to comprehend and speak English and had reached a criterion level of reading in Spanish. Thereafter, reading in both languages was included in the curriculum. It was postulated that these students would test equally well in both languages.

Method

Forty-nine pupils in the bilingual/bicultural sixth, seventh, and eighth grades at Vieau School were tested with the Inter-American Tests of Reading, R-3-CE (English) and R-3-CEs (Spanish). Spanish was the first language of 44 pupils and English/Spanish the first language of five pupils, all sixth graders, according to their classroom teachers. Within each class, half the pupils were randomly assigned the sequence English/Spanish and half assigned to Spanish/English. Classroom teachers administered the group tests during a one-week period. The English and Spanish tests had identical content and differed only in language. Subtests were Vocabulary, Level of Comprehension, and Speed of Comprehension. Highest possible total score on each test was 125.

Data Analysis

Two hypotheses were tested:

1) Data were analyzed by years in program. All grades were combined and pupils were grouped by the number of years they had been enrolled in the Bilingual Program: 1-2 years, 3-4 years, or 5-6-7 years. The difference between each pupil's total score on the English and Spanish version was obtained. Mean difference scores were computed for each years-in-program group. The difference between English and Spanish scores was examined in relation to time in the program to test the hypothesis that there should be less difference between Spanish and English scores for those who have been in the Bilingual Program the longest.

2) Data were analyzed by grade level, disregarding years in the Bilingual Program. The difference between English and Spanish scores was correlated with grade level to test the hypothesis that reading achievement increases with time spent in school, and there should be less difference between Spanish and English scores at higher grade levels.

Findings

1) By Years in Program

TABLE 21

PUPIL PERFORMANCE, BY YEARS IN PROGRAM,
INTER-AMERICAN TESTS OF READING, LEVEL 3

Years in Program	Number of Pupils	Mean Total Scores English	Mean Total Scores Spanish	Difference Between Means	Higher Language	r*
1-2	16	49.1	56.3	7.2	Spanish	-.41
3-4	13	47.1	45.0	2.1	English	-.08
5-8	20	59.8	41.8	18.0	English	+.32

* r = Correlation of difference between English and Spanish scores and number of years in the program

1-2 years in program: a negative correlation. Differences between English and Spanish scores decreased with years spent in the program. The mean difference was 7.2 points between English and Spanish scores. Spanish mean scores were higher than English mean scores. Most of these, the newest enrollees, had learned to read in Spanish in Mexican or Puerto Rican schools.

3-4 years in program: the gap narrowed. There was very little difference between English and Spanish scores (2.1 points). These pupils attained the goal of equal proficiency in English and Spanish.

5-8 years in program: a positive correlation. Differences between English and Spanish scores increased with years spent in the program with an average difference of 18 points. To achieve the goal of equal facility in two languages, the differences between English and Spanish scores would have to decrease with time spent in the program. The large difference in favor of English suggests that English reading was emphasized in and/or out of school.

2) By Grade Level

TABLE 22

PUPIL PERFORMANCE, BY GRADE LEVEL,
INTER-AMERICAN TESTS OF READING, LEVEL 3

Grade Level	Number of Pupils	Mean Years in Program	Mean Total Scores		Difference Between Means	Higher Language	r*
			English	Spanish			
6	17	4.9	50.4	39.8	10.6	English	+.42
7	20	3.7	54.5	53.3	1.2	English	+.71
8	12	3.3	52.5	46.5	6.0	English	-.20

* r = Correlation of difference between English and Spanish scores and year in program

As expected, sixth graders had the largest differences between English/Spanish scores.

Seventh-grade pupils, with only 1.2 points difference between English and Spanish mean scores, approximated the objective of equal proficiency.

Eighth graders did not achieve the expected continued decrease in difference between their Spanish/English scores.

At all grade levels, the higher scores were on the English test.

As shown in the correlation between English/Spanish scores and [redacted] years in program (Table 22), sixth and seventh grades, the discrepancy between English and Spanish scores increased with years spent in the Bilingual Program. Within the eighth grade, the discrepancy between English/Spanish scores decreased with years spent in the Bilingual Program.

3) Comparison with Puerto Rican Norms

Table 23 compares the percentile rank of the mean of pupil scores with urban sixth graders in Puerto Rico, as reported in the test manual (5).

TABLE 23

PERCENTILE RANK, PUERTO RICAN SIXTH-GRADE NORMS OF VIEAU BILINGUAL PUPILS ON INTER-AMERICAN TESTS OF READING ENGLISH AND SPANISH

Grade Level	Number of Pupils	English		Spanish	
		Mean Score	Percentile Rank	Mean Score	Percentile Rank
6	17	50.4	97	39.8	40
7	20	54.5	98	53.3	65
8	12	52.5	97	46.5	50

At all grade levels, pupils scored at the top in English reading compared with Spanish-as-a-first-language pupils in Puerto Rico. In Spanish reading, Bilingual Program pupils scored in the middle range of the distribution of Puerto Rican pupils with seventh graders showing the highest achievement.

Discussion

Movement toward equivalency in Spanish and English reading achievement with time spent in the Bilingual Program and by grade level were the two hypotheses. Results confirmed the hypotheses for one-two and three-four years in the Bilingual Program and for grades six and seven. Neither hypothesis was confirmed for five-eight years in the program or for eighth grade. Some possible explanations follow:

1) Possibly those who spent the longest time in the program or are in the eighth grade reflect the trial and error nature of the initial experimental program years when bilingual curricula and methods were being developed.

2) English reading skills may have been emphasized as pupils progressed through the grades.

Milwaukee Public Schools' Survey
of Limited English-Speaking Students

The second annual language survey for the identification of students whose dominant or home language is other than English was the initial step in response to two requirements:

1) United States Office of Civil Rights guidelines for compliance with the 1974 United States Supreme Court decision requiring school districts to rectify language deficiencies in order to open instruction to non-English-speaking children
2) Chapter 115, Subchapter 6, Wisconsin Statutes, which requires the establishment of bilingual/bicultural programs starting in July 1977

Evaluation Design

All city school principals were requested to ask their elementary classroom teachers or secondary homeroom teachers to complete an initial screening survey form for the identification of students who may be eligible for bilingual instruction in any language.

English Usage Categories

1) The language most often spoken by the student is other than English.
2) Student speaks English but his first acquired language is other than English.
3) Student speaks English but the language most often spoken in the student's home is other than English.

Findings

Three thousand nine hundred twenty-two of the school system's 109,146 students were assigned to one of three language categories: 460 in Category 1, 822 in Category 2, and 2,640 in Category 3. Spanish was the dominant or home

of 2,963 (76 percent of those identified). There were 20 or more pupils of 11 other language backgrounds: 153 German, 115 Serbian, 106 Greek, 102 Italian, 74 Chinese, 69 Vietnamese, 56 Arabic, 45 Polish, 40 East Indian, 35 Korean, and 24 Croatian.

Discussion

The language survey was the initial procedure. Except for Category 1 (language most often spoken by the student is other than English), further screening is necessary to determine which students lack the English language skills necessary to study successfully in a regular classroom.

During 1977-1978, procedures will be designed for completing the identification process, for establishing criteria for entrance into and exit from bilingual programs, and for maintaining records of the academic achievement and social adjustment of eligible and potentially eligible pupils. This planning is a continuing project of the Research Department in cooperation with the Coordinator for Bilingual Education of the Wisconsin Department of Public Instruction, the Department of Pupil Personnel, the Administrator of Educational Information Systems, Bilingual Program administrators, and an outside consultant.

Language Assessment Battery
English/Spanish Equivalency Study

In Spring 1977, the Milwaukee Bilingual Program participated in a national study to equate the English and Spanish forms of the Language Assessment Battery (LAB) developed by the Office of Educational Evaluation of the Board of Education of the City of New York. The LAB "is designed to assess reading, writing, listening comprehension, and speaking in English and Spanish of children in kindergarten through Grade 12". The English version was normed on pupils in schools whose population was at least 75 percent monolingual English. The Spanish version was normed on pupils in schools of at least 70 percent Hispanic population who could speak, comprehend, read, and write Spanish.

Evaluation Design

"Balanced bilinguals" (pupils designated by their teacher as about equally fluent in English and Spanish) were tested at Grades 2, 5, and 8 with Forms I, II, and III of the English and Spanish tests. Form I and the speaking subtests of Forms II and III were individually administered by a bilingual tester.

Findings

The test items were designed to be easy so that most students would get high scores. The student who scores low "is not able to participate effectively in an English learning situation"(8). As shown in Table XXIV (Appendix), mean raw scores of Bilingual Program pupils in Grades 2 and 5 were close to those of the norm groups. Eighth-grade Bilingual Program pupils scored considerably lower than the norm group.

Discussion

According to the test manual, New York considers a student to be more effective in Spanish if he scores at or below the 20th percentile in English and has a higher percentile rank in Spanish than in English. By these criteria, the Milwaukee pupils who were tested were properly enrolled in the Bilingual Program. It is recommended that the LAB be considered for use as a pre/post measure of achievement and that it be considered as a criterion measure for entrance into and exit from the Bilingual Program in compliance with Chapter 115, Bilingual/Bicultural Education, of the Wisconsin Statutes.

Spanish Reading Comprehension

A method for measurement of Spanish reading comprehension was developed in 1975-1976 by Dr. Oscar Ozete, University of Wisconsin-Madison. In 1976-1977, the procedure was refined by him with the support of technical assistance provided to Milwaukee by the State Department of Public Instruction.

Using the Ozete procedure, students may demonstrate comprehension of the meaning of printed Spanish material. Part I, the Input Test, is a modified cloze procedure in which the student reads a passage wherein every fifth word is a test item of three choices, the correct word and two distractors. The difficulty level and the passage itself are selected by a Spanish teacher. Difficulty level is checked using the Spaulding Readability Formula(7), which relates difficulty to word usage and sentence length. Part II, Paraphrase, requires the multiple-choice completion of sentences about the passage. Part III, Paraphrase, requires multiple-choice selection of a word or phrase describing a stimulus word or phrase from the passage.

Evaluation Design

Two forms of the test were developed for Grade 3 and two forms for Grade 6. Passages were selected by the elementary supervising teacher. In Form I, the distractors were the same or different parts of speech as the word tested and were selected at random from the 25 words preceding or following the test word. In Form II, the distractors were the same part of speech as the word tested. Distractors appeared in the Spaulding Word List and The Frequency Dictionary of Spanish Words.

The tests were given to 113 upper-primary (third grade) pupils in seven schools: 34 had both Form I and Form II; 79 had either Form I or Form II.

Twenty of 21 sixth graders took both Form I and Form II.

Findings

TABLE 24

PUPIL PERFORMANCE ON THE OZETE TESTS
OF SPANISH READING COMPREHENSION, JUNE 1977

Test and Grade Level	Form	Number of Pupils	Part I 20 items		Part II 5 items		Part III 10 items		Total 35 items	
			$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
3	I	79	11.2	5.8	2.4	1.6	4.7	2.7	18.2	9.2
	II	71	10.1	4.6	2.6	1.7	3.2	2.8	15.9	8.3
6	I	21	14.1	5.3	3.4	1.9	5.5	2.5	23.0	8.8
	II	20	14.1	4.2	3.1	1.2	5.9	2.3	22.9	6.7

Correlations between Form I and Form II were .77 for the third-grade test and .65 for the sixth-grade test, both significant beyond the .01 level of confidence. Using the Kuder Richardson 20 formula, reliabilities of the test forms ranged between .87 and .94.

Correlational analyses revealed that pupil performance was related to reading level (achievement) but not to language dominance (reading Spanish as a first or second language). **Good English readers were also good Spanish readers.**

Discussion

Refinement of the Ozete procedures for an input-paraphrase test of Spanish reading comprehension has filled a long-standing need for a valid assessment instrument. Item analyses of individual and group performance can provide the teacher with a diagnosis of areas where further study is needed.

Using this procedure, any Spanish passage deemed appropriate by the bilingual teacher can be checked for difficulty level and used as a test of Spanish comprehension.

SUMMARY AND RECOMMENDATIONS

SUMMARY AND RECOMMENDATIONS

The 808 pupils in the 1976-1977 ESEA Title VII Bilingual/Bicultural Education Program varied in language dominance from monolingual English to various shades of bilingualism to monolingual Spanish. If the developmental program reaches its goals, the 594 elementary pupils will "pursue their studies with about equal ease in their first and second languages" by the end of grade six, and the 212 secondary students will "increase their communication skills in English and Spanish." In the "developmental" model, bilingual teachers present the regular curricula in both Spanish and English in a K-12 program which emphasizes Hispanic culture.

The evaluation report covers kindergarten through third grade and three secondary offerings, all partly supported by ESEA Title VII. 1976-1977 was the second year of a four-year continuation grant for the development of an exemplary bilingual program. The evaluation covered academic achievement, language skills, teacher interviews, and attitudes. The major end-of-year findings were:

Kindergarten

On the Metropolitan Readiness Tests, Bilingual Program pupils, as a group scored in the average range on national norms. Pupils who had pre-kindergarten experience scored higher than those who did not in the language test. Spanish-dominant pupils scored higher than English-dominant on the Visual and Language tests. Bilingual Program pupils scored the same as regular program Spanish-surnamed pupils on the overall test, and higher on the Pre-Reading Skills Composite. There was a one to four point drop in scores below 1976, possibly a reflection of time lost during the teacher strike.

English Reading

The average gain in reading levels was 3.1 at lower primary, 2.0 at middle primary, and 1.5 at upper primary. On the Metropolitan Achievement Tests, upper-primary pupils scored significantly higher than a Spanish-surnamed comparison group. Sixty percent scored in the upper half on national norms, compared with 41 percent in the Spanish-surnamed comparison group, and 29 percent city-wide.

Spanish Reading

Spanish-dominant middle and upper primary and English-dominant upper primary were tested on SOBER Espanol, a written test of Spanish Language usage. The English-dominant group reached criterion performance, but the Spanish-dominant group did not. Upper-primary pupils also fell short of criterion performance on the Ozete Test of Spanish Reading Comprehension.

The average yearly gain in Spanish reading levels was 2.7 in lower primary, 1.6 in middle primary, and 1.1 in upper primary.

Bilingual Reading

By the end of upper primary, 84 percent of the pupils were reading both English and Spanish. The average reading levels were similar in English and Spanish, Level 4 at lower primary, 6.8 at middle primary, and 7.4 at upper primary.

Mathematics

By the end of upper primary, Bilingual Program pupils scored significantly higher than the Spanish-surnamed comparison group on the Metropolitan Achievement Tests, Mathematics. Ninety percent of Bilingual Program pupils scored in the upper half on national norms, compared with 72 percent Spanish-surnamed comparison, and 25 percent city-wide.

Career Orientation

Students demonstrated significant improvement in knowledge about the world of work and how to make application for a job or for continuing education. However, the enrollment was small.

English for Latinos

Seventh and eighth graders showed great improvement over the year in written composition and in summarizing English literature. High school students improved very little. Both groups ranked high in English usage.

Typing

Except for word division, over 50% of Typing I students achieved the course objectives.

Typing II students had problems with syllabication and translation. Half the students typed the criterion 40 words per minute in English and Spanish. Students demonstrated their ability to type letters and manuscripts.

Cultural Attitude

A study of upper-primary cultural attitudes toward Anglo, Mexican, and Puerto Rican culture revealed that all groups had positive attitudes about all cultures. Cultural knowledge was the same for program and non-program Spanish-surnamed pupils. On the north side, attitude toward Puerto Rican culture was higher in the Bilingual Program school. Anglos in the Bilingual Program were the only group who rated their own culture lower than other cultures.

Attitude Toward School

Middle primary, upper primary, and English-for-Latino students indicated mildly positive attitudes toward school factors, with middle primary exhibiting the most enthusiasm.

Parent Survey

Parents maintained their high regard for the program. A majority of survey respondents reported that their child improved in understanding and speaking English and Spanish, had greater pride in his/her Latin-American background, had a better self-image, and was happy in school. The greatest changes in home life resulting from the Bilingual Program were: at

elementary, "We speak more Spanish" (62 percent) and "We feel increased pride in our heritage" (45 percent); at secondary, increased pride in heritage (71 percent) and "We observe more Hispanic customs" (61 percent). In over 25 percent of the homes, older brothers and sisters were learning Spanish from pupils in the program.

The Bilingual Program had a large impact on family life. Parents (67 percent elementary and 82 percent secondary) want to be included more in educational decisions.

Teacher Survey

There were few clear trends in the few responses to the teacher survey. Teachers had high regard for the work of supervisors and other specialists but often found their services unavailable in time of need. Teachers would like more contact with parents. A majority had observed a greater understanding of Hispanic pupils' cultural background but not of their potential.

Additional Studies

Six related studies were completed, four by outside educators. The major findings were:

1) Reading Study

Sixth, seventh, and eighth-grade pupils achieved closer equivalency in English and Spanish reading as years in program increased from one to four years. Those in the program five to eight years had large differences in reading ability favoring English. Seventh graders had almost equal English/Spanish reading ability. Sixth and eighth graders were more proficient in English reading.

2) Language Survey

Spanish was the dominant or home language of 2,963 pupils in the Milwaukee Public Schools, 76 percent of limited-English students. Major languages of the other 24 percent were German, Serbian, Greek, Italian, Chinese, Vietnamese, Arabic, Polish, East Indian, Korean, and Croatian.

3) Language Assessment Battery

Results of Milwaukee participation in a nation-wide fieldtest confirmed the validity of the tests for use as one criterion for entrance to and exit from a transitional bilingual program.

4) Ozete Tests of Spanish Reading Comprehension

Forms I and II of the revised tests were found to be reliable and valid. The procedure can be used by the classroom teacher with any

Spanish passage equivalent. Results indicated that Spanish reading achievement is related to overall reading skills, not to Spanish language dominance.

Results of the 1976-1977 evaluation suggested the following recommendations for the 1977-1978 Bilingual/Bicultural Program:

Elementary

1) Enlist the help of parents in using concepts covered at school in the child's dominant language, particularly at early childhood levels. A program for parents of preschool children could help to develop school readiness skills.

2) Emphasis on Spanish grammar and reading comprehension should be a continuing curriculum concern.

3) Provide special help for middle and upper-primary pupils who are non-readers.

4) Spanish as a Second Language: expand the guidelines for teaching, procure more materials, revise Spanish reading levels, and stress reading comprehension.

5) Give Anglo and Black children feelings of pride in their culture, as well as, an appreciation for other cultures.

Secondary

6) Career Orientation: open the course to tenth-grade students.

7) English for Latinos: devote more time to written composition and reading comprehension.

8) Typing II: include filing, business math, and record-keeping in the curriculum.

9) Develop a plan to reach secondary students who enroll in bilingual courses but do not attend class.

Staff

10) Take the initiative in inviting parent participation, possibly through a classroom newsletter.

11) Plan a way to expedite access to special services; e.g., guidance.

12) Test as many pupils as possible and account for those not tested.

Parents

13) City-Wide Bilingual/Bicultural Advisory Committee: encourage parents to contact teachers in order to learn how to assist with the learning process at home and to become involved in educational planning.

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REFERENCES

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ABBREVIATIONS

ABBREVIATIONS

MPS = Milwaukee Public Schools

N = Number of Pupils

LP = Lower Primary
MP = Middle Primary
UP = Upper Primary
EP = Extended Primary

MRT = Metropolitan Readiness Tests

$\bar{X}$ = Mean
SD = Standard Deviation
t =
S = Stanine

ESL = English as a Second Language

Eng = English
Span = Spanish

APPENDIX

TABLE I

KINDERGARTEN PUPIL DATA

N=131

	Sex			*Age to Nearest Year			Ethnic Background					
	Male	Female	Total	5	6	7	Mexican	Puerto Rican	Black	Anglo	Other	Unknown
Allen-Field	23	22	45	8	36	1	31	12	0	0	0	2
Kagel	12	11	23	3	17	3	8	15	0	0	0	0
Longfellow	8	11	19	4	14	1	8	9	0	0	0	2
Pierce	13	11	24	5	18	1	4	14	4	1	1	0
Vieau	15	5	20	2	17	1	15	9	0	0	0	0
Total	71	60	131	22	102	7	66	55	4	1	1	4
Percent	54	46		17	78	5	50	42	3	1	1	3

* Approximate age to nearest birthday as of May 1, 1977

TABLE II

KINDERGARTEN PUPIL DATA

	Pupil Language Categories James Language Dominance Tests					
	Spanish-Dominant	Bilingual with Spanish as a Home Language	Bilingual with Spanish and English as Home Languages	English-Dominant/ Bilingual in Comprehension	English-Dominant	Not Tested
Allen-Field	14	3	14	6	5	3
Kagel	7	4	5	2	5	0
Longfellow	3	2	3	1	10	0
Pierce	6	0	3	1	14	0
Vieau	10	3	2	3	2	0
Total	40	12	27	13	36	3
Percent	31	9	21	10	27	2

TABLE XII

KINDERGARTEN PUPIL DATA

	Teachers' Description of Student/Home Language							
	Student Language				Home Language			
	English	Spanish	Bilingual	Unknown	English	Spanish	Bilingual	Unknown
Allen-Field	10	13	20	2	0	18	25	2
Kagel	6	5	12	0	2	9	12	0
Longfellow	11	3	5	0	3	5	11	0
Pierce	12	6	6	0	11	8	5	0
Vieau	4	10	6	0	1	11	8	0
Total	43	37	49	2	17	51	61	2
Percent	33	28	37	2	13	39	47	1

TABLE IV

KINDERGARTEN PUPIL DATA

N=36 (27%)

	*Title I Enrollment						
	Kinder-garten	Math	ESL	Speech	Sensory Motor	Special Education	Supple-mentary Services
Allen-Field	8	0	0	0	0	0	0
Kagel	0	5	0	0	0	1	5
Longfellow	0	0	1	0	0	0	0
Pierce	0	0	0	1	0	0	1
Vieau	0	7	0	0	8	0	8
Total	8	12	1	1	8	1	14
Percent	6	9	1	1	6	1	11

* Includes nine enrolled in two projects

TABLE V

KINDERGARTEN PUPIL DATA

	Pre-Kindergarten				
	None	Head Start	Pre-School	Guadalupe Center	Other
Allen-Field	13	8	14	5	5
Kagel	13	5	2	1	2
Longfellow	17	2	0	0	0
Pierce	20	1	2	0	1
Vieau	6	10	3	0	1
Total	69	26	21	6	9
Percent	53	20	16	4	7

TABLE VI

LOWER PRIMARY PUPIL DATA

N=167

	Sex			*Age to Nearest Year				Ethnic Background					
	Male	Female	Total	6	7	8	9	Mexican	Puerto Rican	Black	Anglo	Other	Unknown
Allen-Field	16	4	20	1	16	3	0	10	10	0	0	0	0
Holmes	10	11	21	3	17	1	0	6	10	5	0	0	0
Kagel	12	13	25	3	21	1	0	12	13	0	0	0	0
Longfellow	8	5	13	4	9	0	0	11	2	0	0	0	0
Pierce	12	12	24	6	14	3	1	2	22	0	0	0	0
27th St	10	15	25	4	17	4	0	4	6	8	5	2	0
Vieau	19	20	39	5	31	3	0	27	11	0	0	0	1
Total	87	80	167	26	125	15	1	72	74	13	5	2	1
Percent	52	48		16	75	9	<1	43	44	8	3	1	1

* Approximate age to nearest birthday as of May 1, 1977

TABLE VII

LOWER PRIMARY PUPIL DATA

	Pupil Language Categories James Language Dominance Tests, September 1976					
	Spanish-Dominant	Bilingual with Spanish as a Home Language	Bilingual with Spanish and English as Home Languages	English-Dominant/ Bilingual in Comprehension	English-Dominant	Not Tested
Allen-Field	6	3	4	5	2	0
Holmes	2	2	3	5	9	0
Kagel	9	6	3	2	4	1
Longfellow	1	1	3	1	6	1
Pierce	9	2	6	3	4	0
27th St	1	3	2	0	19	0
Vieau	10	6	11	6	5	1
Total	38	23	32	22	49	3
Percent	23	14	19	13	29	2

TABLE VIII

LOWER PRIMARY PUPIL DATA

	Language - Teacher Rating							
	Student Language				Home Language			
	English	Spanish	Bilingual	Unknown	English	Spanish	Bilingual	Unknown
Allen-Field	7	6	7	0	4	10	6	0
Holmes	12	1	8	0	7	5	9	0
Kagel	13	9	3	0	3	13	9	0
Longfellow	8	4	1	0	7	5	1	0
Pierce	3	10	11	0	3	10	11	0
27th St	19	1	5	0	17	2	6	0
Vieau	7	12	19	1	3	20	15	1
Total	69	43	54	1	44	65	57	1
Percent	41	26	32	1	26	39	34	1

TABLE IX

LOWER PRIMARY PUPIL DATA

N=35 (21%)

	*Title I Enrollment							
	Kinder-garten	Readi-ness	Mathe-matics	English as a Second Language	Reading	Speech	Sensory Motor	Special Education	Supportive Services
Allen-Field		0	0	0	0	0	0		0
Holmes		5	2	1	0	0	0		0
Kagel		0	3	0	5	1	0		0
Longfellow		0	0	0	0	0	0		1
Pierce		0	0	0	0	0	0		0
27th St		0	1	0	3	0	0		0
Vieau		0	9	0	9	0	1		0
Total		5	15	1	17	1	1		1
Percent		3	9	1	10	1	1		1

* Includes six enrolled in two Title I projects

TABLE X

LOWER PRIMARY PUPIL DATA

	Year in Program										
	Grade 1		Grade 2				Grade 3				
	1	2	1	2	3	4	1	2	3	4	5
Allen-Field	4	16	3	17	1	0	8	6	5	9	1
Holmes	20	1	10	13	0	0	4	3	7	0	0
Kagel	8	17	1	15	1	0	3	22	2	0	0
Longfellow	13	0	10	1	0	0	0	0	0	0	0
Pierce	5	19	2	7	13	1	3	5	2	9	2
27th St	25	0	10	17	0	0	3	8	9	0	0
Vieau	22	17	4	12	13	0	7	24	3	6	4
Total	97	70	40	82	28	1	28	58	28	24	7
Percent	58	42	26	54	19	1	19	40	19	17	5
	(N=167)		(N=151)				(N=145)				

TABLE XI

MIDDLE PRIMARY PUPIL DATA

N=151

	Sex			*Age to Nearest Year				Ethnic Background					
	Male	Female	Total	7	8	9	10	Mexican	Puerto Rican	Black	Anglo	Other	Unknown
Allen-Field	10	11	21	4	16	0	1	18	3	0	0	0	0
Holmes	14	9	23	3	19	0	1	9	5	9	0	0	0
Kagel	6	11	17	4	13	0	0	5	11	0	0	1	0
Longfellow	6	5	11	0	10	1	0	5	6	0	0	0	0
Pierce	13	10	23	1	17	4	1	6	15	1	1	0	0
27th St	16	11	27	3	21	2	1	9	9	6	2	1	0
Vieau	15	14	29	5	19	4	1	23	4	0	1	0	1
Total	80	71	151	20	115	11	5	75	53	16	4	2	1
Percent	53	47		13	76	8	3	50	35	11	3	1	<1

* Approximate age to nearest birthday as of May 1, 1977

TABLE XII

MIDDLE PRIMARY PUPIL DATA

	Language						
	Student			Home			
	English	Spanish	Bilingual	English	Spanish	Bilingual	Unknown
Allen-Field	1	1	19	3	13	5	0
Holmes	12	0	11	10	4	9	0
Kagel	6	2	9	5	9	3	0
Longfellow	1	0	10	2	6	3	0
Pierce	7	3	13	4	10	9	0
27th St	13	3	11	12	4	11	0
Vieau	9	5	15	8	14	5	2
Total	49	14	88	44	60	45	2
Percent	32	9	59	29	40	30	1

TABLE XIII

MIDDLE PRIMARY PUPIL DATA

N=71 (47%)

	*Title I Enrollment				
	Mathematics	English as a Second Language	Reading	Speech	Supportive Services
Allen-Field	0	0	0	0	0
Holmes	1	0	4	1	0
Kagel	2	1	5	0	0
Longfellow	0	0	10	1	3
Pierce	2	0	0	0	0
27th St	5	2	20	0	0
Vieau	5	0	14	0	0
Total	15	3	53	2	3
Percent	10	2	35	1	2

* Includes five enrolled in two Title I classes

TABLE XIV

UPPER PRIMARY PUPIL DATA

N=145

	Sex			*Age to Nearest Year					Ethnic Background						
	Male	Female	Total	8	9	10	11	12	Mexican	Puerto Rican	Other Spanish	Black	Anglo	Other	Unknown
Allen-Field	16	13	29	2	21	5	1	0	18	9	2	0	0	0	0
Holmes	8	6	14	1	13	0	0	0	3	8	1	2	0	0	0
Kagel	8	19	27	2	20	3	1	1	16	7	0	0	3	1	0
Pierce	15	6	21	2	12	6	0	1	3	15	0	1	2	0	0
27th St	10	10	20	4	10	5	1	0	1	12	0	6	0	1	0
Vieau	16	18	34	5	17	7	5	0	26	8	0	0	0	0	0
Total	73	72	145	16	93	26	8	2	67	59	3	9	5	2	0
Percent	50	50		11	64	18	6	1	46	41	2	6	4	1	0

* Approximate age to nearest birthday as of May 1, 1977

TABLE XV

UPPER PRIMARY PUPIL DATA

	Language							
	Student				Home			
	English	Spanish	Bilingual	Unknown	English	Spanish	Bilingual	Unknown
Allen-Field	2	9	18	0	0	20	9	0
Holmes	2	0	12	0	2	7	5	0
Kagel	8	5	13	0	5	15	7	0
Pierce	3	3	15	0	2	7	12	0
27th St	2	5	12	1	2	7	10	1
Vieau	6	5	23	0	3	15	16	0
Total	23	27	93	1 + 1 no language	14	71	59	1
Percent	16	19	64	1	9	49	41	1

TABLE XVI

UPPER PRIMARY PUPIL DATA

N=76 (52%)

	*Title I Enrollment			
	Mathematics	English as a Second Language	Reading	Speech
Allen-Field	5	2	23	0
Holmes	3	0	3	1
Kagel	5	4	11	0
Pierce	0	0	0	0
27th St	5	0	13	0
Vieau	8	1	17	2
Total	26	7	67	3
Percent	18	5	46	2

* Includes 26 enrolled in two Title I classes

TABLE XVII

PERFORMANCE OF BILINGUAL PROGRAM PUPILS
ON THE METROPOLITAN READINESS TESTS, MAY 1977
LEVEL I

	Number of Pupils	Visual		Language		Auditory		Pre-Reading Skills Composite	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
No Pre-Kindergarten	60	16.30	8.69	15.27	7.93				
Pre-Kindergarten	52	18.77	7.40	18.44*	7.27				
t		1.63		2.21					
English Instructions	70	15.93	9.47	15.69	9.04	7.06	4.49	46.10	27.0
Spanish Instructions	42	19.98**	4.41	18.50*	4.53	8.47	3.13		
t		3.07		2.18		1.96			
Title I	84	17.91	8.68	16.98	8.40	7.80	4.32		
No Title I	28	16.07	6.35	16.00	5.46	6.96	3.26		
t		1.20		0.72		1.07			
All-Day Kindergarten (Pierce, Vieau)	37	13.11	9.59	11.68	8.36	4.70	3.82		
Half-Day Kindergarten (Allen-Field, Kagel, Longfellow)	75	19.59**	6.44	19.24**	6.10	9.01**	3.41		
t		3.72		4.90		5.81			
Comparison Group	70	19.02	5.82	18.56	4.01	8.73	2.21	55.47	10.7
Bilingual, English, or Spanish Instructions	97	20.14	4.72	19.33	4.37			58.67	13.4
t		1.32		1.18				1.44	

* Significant at the .05-.03 level of confidence
** Significant at or beyond the .01 level of confidence

TABLE XVIII

LOWER PRIMARY READING PERFORMANCE
METROPOLITAN ACHIEVEMENT TESTS
PRIMER F, MAY 1977, KAGEL SCHOOL

Group	Listening for Sounds (39 items) N	x	SD	t	Reading (33 items) N	x	SD	t
Bilingual	15	36.5*	3.5		15	29.5**	4.1	
ESEA Title I	19	31.5	6.7	2.8	19	25.7	5.2	2.4
		df = 32						

* Difference is significant at the .01 level of confidence
** Difference is significant at the .05 level of confidence

TABLE XIX

MIDDLE PRIMARY READING PERFORMANCE
METROPOLITAN ACHIEVEMENT TESTS
PRIMARY I, MAY 1977, VIEAU SCHOOL

Group	Word Knowledge (35 items) N	x	SD	t	Reading (42 items) N	x	SD	t	Total Reading (77 items) N	x	SD	t
Bilingual	7	32.4	4.7		7	37.9	6.2		7	70.3	10.8	
ESEA Title I	21	25.9	6.1	2.93*	22	22.2	8.5	5.30*	21	48.2	13.5	4.39**

* Difference is significant at the .01 level of confidence
** Difference is significant at the .05 level of confidence

TABLE XX

AVERAGE READING LEVELS, ENGLISH AND SPANISH
SEPTEMBER 1976 AND JUNE 1977

	Grade Level	Month	Number of Pupils	Percent at Reading Levels											
				1	2	3	4	5	6	7	8	9	10	11	12
ENGLISH	Lower Primary	September	78	55	20.5	18	3	3	0.5						
		June	115		8	19	28	23	19	1	2				
	Middle Primary	September	123		2	11	29	39	13	4	2				
		June	116		1	6	10	9	17	16	2.8	9	3	1	
	Upper Primary	September	141		2.5	21	21	5	20	6	10	5	9		0.5
		June	163	1	2	5	13	11	10	10	15	13	7	6	7
SPANISH	Lower Primary	September	64	53	42	5									
		June	115		8	19	28	23	19	1		2			
	Middle Primary	September	59	5		10	22	5	39	9	10				
		June	61		5	8	10		21	8	30	11	7		
	Upper Primary	September	123	1		5	24	3	25	12	24	3	3		1
		June	113	1	7	1	4		24	10	15	7	20	7	4

TABLE XXI APPENDIX

BILINGUAL TYPING I, PRE/POST PERFORMANCE

N = 26

MEAN RAW SCORES								
	Parts of Typewriter		Word Division		Dictation		Proofreading	
	Pre Sept	Post May	Pre Sept	Post May	Pre Sept	Post May N=25	Pre Sept	Post May
$\bar{X}$	9.81	11.09	3.88	5.23	63.68	69.08	11.46	11.61
SD	2.63	1.56	1.48	2.08	12.2	10.86	3.53	4.26
t	2.42*		2.67**		2.52**		0.24	

* = Difference is significant @ the .03 level of confidence
** = Difference is significant @ the .01 level of confidence

TABLE XXII APPENDIX

BILINGUAL TYPING II, PRE/POST PERFORMANCE

N = 16

MEAN RAW SCORES				
	Timed Writings English or Spanish		Timed Writings English and Spanish	
	Pre Sept	Post May	English	Spanish
$\bar{X}$	32.06	43.81	39.06	34.00
SD	12.12	10.07	9.69	15.91
t	5.34*		1.08	
			df=30	

*Difference is significant @ the .01 level of confidence

TABLE XXIII

MEAN SCORES OF BILINGUAL PROGRAM AND COMPARISON PUPILS ON CULTURAL ATTITUDE SCALES, MARCH 1977

N=89

Group	Cultural Attitude									Cultural Knowledge								
	Anglo			Mexican			Puerto Rican			Anglo			Mexican			Puerto Rican		
	N	$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD	N	$\bar{x}$	SD
By Location																		
South X	19	4.3	0.5	19	4.3	0.6				19	14.2	1.5	19	11.1	2.7			
South C	25	4.0	0.5	20	4.0	0.6				25	14.7	0.9	20	10.3	3.7			
North X	23	4.3	0.5				23	4.2*	0.6	23	14.7	0.8				23	13.0	2.3
North C	22	4.3					21	3.5	0.5	22	14.6	0.8				21	12.0	2.2
By Ethnicity																		
Anglo X	3	4.0	0.3	2	4.5	0.4				3	15.0	0.0	3	10.3	4.0			
Anglo C	29	4.1	0.4	15	3.9	0.7	9	3.4	0.3	29	14.6	1.9	18	9.8	3.7	9	10.6	1.9
Black X	3	4.5	0.5	1	3.6	0.0	2	3.9	1.0	3	15.0	0.0	1	11.0	0.0	2	14.0	1.4
Black C	4	4.3	0.1				4	3.3	0.5	4	14.3	1.0				4	13.8	1.5
Mexican X	10	4.5	0.4	4	4.7	0.4	7	3.9	0.6	10	14.6	1.0	4	10.5	4.1	7	12.6	2.4
Mexican C	3	4.4	0.2	2	4.2	0.1				3	10.3	5.0	2	14.5	0.7			
Puerto Rican X	26	4.3	0.5	10	4.2	0.6	14	4.4	0.6	26	14.3	1.3	10	11.0	2.0	14	13.0	2.4
Puerto Rican C	11	4.3	0.6	3	4.3	0.4	8	3.8	0.5	11	14.4	1.1	4	9.8	3.7	8	12.6	1.8

* Difference is significant at the .01 level of confidence

TABLE XXIV

PERFORMANCE OF BILINGUAL PROGRAM PUPILS ON THE
ENGLISH AND SPANISH LANGUAGE ASSESSMENT BATTERY, SPRING 1977

Grade Level	Form	N	Language	Total Items	Listening $\bar{x}$	Listening $C\bar{x}$	Speaking $\bar{x}$	Speaking $C\bar{x}$	Reading $\bar{x}$	Reading $C\bar{x}$	Writing $\bar{x}$	Writing $C\bar{x}$	Total $\bar{x}$	Total %	Total $C\bar{x}$	%
					20 items				10 items		10 items					
2	I	31	English	40	Combined with Speaking		19	20	7	9	8	9	35	20	38	38
			Spanish		at Level I		18	19	7	7	8	8	33	39	33	39
					30 items		14 items		28 items		20 items					
5	II	19	English	92	25	27	12	13	22	23	18	18	78	26	81	37
			Spanish		25	27	11	13	22	21	16	15	74	36	79	47
					30 items		14 items		28 items		20 items					
8	III	32	English	92	19	26	11	13	17	24	15	17	61	8	79	38
			Spanish		24	26	11	13	15	21	12	15	63	20	74	39

$C\bar{x}$ = Mean raw score, New York norm group for the grade level, nearest whole number

$\bar{x}$ = Mean raw score, nearest whole number

N = Number of pupils

% = Percentile rank of total mean score on New York spring norms for the grade level

Test 1 SOBER Español May, 1977

School TOTAL PROGRAM Grade UP Teacher _____

62 readers of Spanish as a second language were tested.

Objective Number	Objective	Percent Correct *
1109	Given two words orally, the learner will indicate whether the words rhyme.	92
1152	Given the name of a letter orally, the learner will handwrite the letter in uppercase or lowercase.	61
1154	Given a manuscript uppercase (or lowercase) letter, the learner will write its corresponding lowercase (or uppercase) form.	90
1202	Given a word orally that has a single initial consonant, the learner will write the initial consonant.	76
1242	Given a word orally that has a single vowel, the learner will write the vowel.	58
1243	Given an illustration of an animal or thing whose name has an initial vowel, the learner will write the initial vowel.	82
1301	Given a word orally, the learner will write it correctly.	37
2102	Given a written word, the learner will identify it in a set of given words.	100
2201	Given a written letter, numeral, or symbol, the learner will identify it in a written set of letters, numerals, or symbols.	85
2241	Given a set of written letters, one of which is a vowel, the learner will identify the vowel.	82
2262	Given a consonant sound orally and given a set of written consonants, the learner will identify the consonant given orally.	97
2264	Given a set if written words that contain the same initial consonant and given the words orally, the learner will identify the word whose initial consonant has a different pronunciation from that of the others.	52

* Percent of pupils who answered correctly all three test items for the objective.

Objective Number	Objective	Percent Correct *
2502	Given a written vowel and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the vowel in initial position.	61
3101	Given a word orally and given a set of illustrations, the learner will identify the illustration of the word.	97
2701	Given one word orally and a set of written words, the learner will identify the word given orally.	87
3121	Given a sentence orally and given a set of illustrations, the learner will identify the illustration of the sentence.	95
3105	Given an illustration of a word and a set of written words, the learner will identify the word that corresponds to the illustration.	89
2702	Given a written word, the learner will pronounce it correctly.	56
1132	Given a set of words orally that have the same initial vowel sound, the learner will reproduce the initial vowel sound orally.	78
1135	Given a set of words orally that have the same initial consonant sound, the learner will reproduce the initial consonant sound orally.	58

* Percent of pupils who answered correctly all three test items for the objective.

Test 2 SOBER Espanol May, 1977

School TOTAL PROGRAM Grade MP Teacher _____

38 readers of Spanish as a first language were tested.

Objective Number	Objective	Percent Correct *
1104	Given two words orally with medial vowel sounds that are the same or different, the learner will indicate whether the words are identical.	84
⊙1202	Given a word orally that has a single initial consonant, the learner will write the initial consonant.	97
1203	Given a word orally that has a single medial consonant, the learner will write the medial consonant.	82
1204	Given a word orally that has a final consonant, the learner will write the final consonant.	95
1221	Given a consonant blend sound orally, the learner will write the letters representing that sound.	79
1222	Given a word orally that has an initial consonant blend, the learner will write the initial consonant blend.	63
1223	Given a word orally that has a medial consonant blend, the learner will write the medial consonant blend.	58
1227	Given a word orally that has an initial consonant digraph, the learner will write the initial consonant digraph.	58
1228	Given a word orally that has a medial consonant digraph, the learner will write the medial consonant digraph.	71
⊙1242	Given a word orally that has a single vowel, the learner will write the vowel.	92
1262	Given a word orally that has a diphthong, the learner will write the diphthong.	37

* Percent of pupils who answered correctly all three test items for the objective.

⊙ Also on Test 1.

Objective Number	Objective	Percent Correct *
2221	Given a written letter, the learner will identify from a set of written letters the one that follows it in the alphabet.	74
2291	Given a written consonant and a set of illustrations of animals or things, the learner will identify the illustration whose name has the consonant in final position.	82
2302	Given a written consonant blend and a set of illustrations of animals o · things, the learner will identify the illustrat on whose name contains the consonant blend in init al position.	92
2321	Given a written consonant blend and a set of illustrations of animals or things, the learner will idenitfy the illustration whose name contains the consonant blend in medial position.	79
2422	Given a written consonant digraph and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the consonant digraph in medial position.	87
3304	Given a singular written word, the learner will write the plural form of the word.	76
3305	Given a plural written word, the learner will write the singular form of the word.	58
2504	Given a written vowel and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the vowel in medial position.	92
1133	Given a set of words orally that have the same medial vowel sound, the learner will reproduce the medial vowel sound orally.	79

* Percent of pupils who answered correctly all three test items for the objective.

@ Also on Test 1.

Test 3 SOBER Espanol May, 1977

School TOTAL PROGRAM Grade UP Teacher _____

75 readers of Spanish as a first language were tested.

Objective Number	Objective	Percent Correct *
1156	Given the name of a punctuation mark or a diacritical mark orally, the learner will write the punctuation mark or the diacritical mark.	67
#1227	Given a word orally that has an initial consonant digraph, the learner will write the initial consonant digraph.	59
#1262	Given a word orally that has a diphthong, the learner will write the diphthong.	63
1322	Given a written word, the learner will divide the word into syllables.	67
1401	Given a written selection, the learner will identify the letters that should be uppercase.	25
1361	Given a written word without the required accent mark and given the same word orally, the learner will write in the accent mark.	59
#2221	Given a written letter, the learner will identify from a set of written letters the one that follows it in the alphabet.	85
2222	Given a written letter, the learner will identify from a set of written letters the one that precedes it in the alphabet.	71
2303	Given a set of written words, the learner will identify the word that contains an initial consonant blend.	65
2403	Given a set of written words, the learner will identify the word that contains a consonant digraph in initial position.	47

* Percent of pupils who answered correctly all three test items for the objective.

Ø Also on Test 1

Also on Test 2

Objective Number	Objective	Percent Correct *
#2302	Given a written consonant blend and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the consonant blend in initial position.	91
2402	Given a written consonant digraph and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the digraph in initial position.	95
#2422	Given a written consonant digraph and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the consonant digraph in medial position.	60
@2502	Given a written vowel and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the vowel in initial position.	91
2601	Given a written diphthong and a set of illustrations of animals or things, the learner will identify the illustration whose name contains the diphthong.	91
3306	Given an incomplete written sentence and a set of written words, the learner will identify the form of the word that correctly completes the sentence.	88
#3305	Given a plural written word, the learner will write the singluar form of the word.	40
3323	Given a written sentence with the verb missing and a set of written inflected forms of a verb, the learner will identify the form that correctly completes the sentence.	83
3363	Given a written root word and a written suffix, the learner will write the word that the two parts form.	25
3381	Given a written masculine word and a set of written words, the learner will identify the feminine counterpart of the masculine word.	52

* Percent of pupils who answered correctly all three test items for the objective.

@ Also on Test 1

Also on Test 2

COMENTARIOS DE LOS PADRES DE ESTUDIANTES
EN LAS ESCUELAS ELEMENTALES

INVENTARIO DE LOS PADRES BILINGUES*

MAYO, 1977

Creo que el programa bilingue es de suma importancia debido que hay niños que no hablar español y estando en este programa se pueden suplir de sus necesidades con su maestro.

Mi comentario sería el siguiente: el programa bilingue es un programa importantísimo para toda la comunidad latina porque es la puerta principal para una mejor educación para nuestros hijos(as). Espero que día tras día el programa se haga más fuerte y abra más veredas en el futuro.

Para mí es un orgullo que este programa siga adelante, para que mis hijos puedan siempre mantener los dos idiomas.

Para nosotros, el programa bilingue es muy importante y debería de estar en todas las escuelas, ya que se aprende hablar en dos idiomas. Especialmente para los americanos que hablan solo uno. Así le darían la oportunidad de hablar o aprender el idioma español. El español aquí en los Estados Unidos debería de ser el segundo idioma como lo es el inglés en Puerto Rico o en otros paises del mundo, pues el porciento de hispanos en Estados Unidos es bastante elevado. Sería un orgullo para nosotros conservar nuestro idioma y no olvidarnos de él. Nosotros desearíamos que este programa continue y no también la comunidad de habla inglés nos apoyará pues ellos más que ninguno deberían de estar de acuerdo con este programa bilingue. Me expreso así porque he oído comentarios de que persaban eliminar este programa de las escuelas públicas.

Estoy muy orgulloso que mis dos hijos hablen y lean y escriban los dos idiomas.

El programa bilingue/bicultural es muy necesario y hay mucha gente que no sabe la importancia. Cuando yo iba a la escuela casi nadie sabía de su patria y ni siquiera hablaban en español. Ahora por fin los latinos están reconocida en la escuela. ¡Ojalá que ningun latino se olvide su patria y su herencia!

Me gustaría que mi hija aprendiera más sobre la historia y cultura de Mexico. Me siento orgulloso que mi hija habla, lee y escribe inglés y español.

El programa bilingue es un programa excelente. ¡Ojalá que mis hijos puedan tener esta clase de información para el resto de sus años educativos! Esto es muy importante para ellos y para nuestro cultura.

* Palabra por palabra

Mi niña ha describido más de su herencia Mexico. Antes ella no quería hablar ni escuchar y ahora sí gracias a la programa bilingue.

No puedo especificar por que no sé las cosas que ellos enseñan allí, perdonen, pero hay cosas que no entiendo.

Yo creo que el programa bilingue es importante tanto para los latinos como para los americanos.

Creo y puedo entender que el programa bilingue ha sido uno de los mejores programas en el respecto de la mejoramiento de la enseñanza a los niños latinos. Estoy muy orgulla y satisfecha de que mi hijo está estudiando en este programa y me siento contenta con el esfuerzo de los maestros de mi hijo por su trabajo de ayudar a mi hijo a progresar. Mil gracias a los maestros y a las escuelas de Milwaukee, WI.

Mis hijas pueden comunicar mejor con sus abuelos.

El español lo aprende en la escuela.

En el programa bilingue el niño no se olvida del español.

Los niños no quieren aprender español a pesar de decirlos nosotros.

Mi hijo ha recuperado bastante en el programa bilingue. El ha mejorado bastante. Sabe hablar más español. Se explica mejor y usa el español mejor que antes. El programa bilingue es lo mejor que las escuelas han traído. Yo tengo otra niña en el programa bilingue y ella ha mejorado lo bastante. Puede leer muy bien el español.

No tengo nada que decir. Creo que el programa bilingue es muy bueno especialmente para mi hija que se le hace dificil aprender el inglés porque es un poco tardada y un poco tímida. Espero seguir aprendiendo el español y más tarde aprender el inglés. Estamos contentos de los programas bilingues porque han progresado bastante y también con la ayuda de los maestros esperamos que así siguen estos programas bilingues biculturales. Gracias.

Mis niños entendían el español pero no lo hablaban. Desde que comenzaron en las clases bilingues se esfuergan más en hablar el idioma. Este año nos regresaremos a nuestro pais nativo y me siento cómoda porque mis niños aunque no escriben el español lo entienden mejor. Sugiero que se extende el programa bilingue biculturla hasta el sexto grado.

Nuestros hijos aprenden ambos idiomas.

Hablamos más inglés.

Me gustaría el programa bilingue se extendiera más.

Este es un programa muy bueno e interesante especialmente para nuestros hijos que pueden comunicarse y expresar sus ideas mejor con nosotros o con algunos de los familiares en PR que no hablan inglés.

Siente más amor a nuestra Patria madre PR y se interesa más sobre la vida y costumbres en PR.

Gracias a todos los padres y algunas otras personas que han puesto interés en el programa bilíngue y espero que lo sigamos en la igual forma que algun día se pueda combatir la desegregación. Es una cosa que ni a mí ni a nadie la agrada tal cosa. Al niño o niña no agrada en nada.

COMENTARIOS DE LOS PADRES DE ESTUDIANTES
EN LAS ESCUELAS SECONDARIAS

INVENTARIO DE LOS PADRES BILINGUES*

Mayo, 1977

Estoy muy contento con el programa bilingue porque mis hijos no se olvidan de su tierra latina y hay más comunidad para esas personas que vienen de un país latino y no saben el inglés. Así quiero que mis hijos no olviden el habla hispana. ¡Muchísimas Gracias!

Quiero que mis hijos no olviden el habla hispana por si algún día tenemos que regresar a nuestro país y para que haga más información el estado de Milwaukee y más ayuda para la comunidad latina y sigue progresando más!

Que es necesario que este programa continue y que siga desarrollándose para que nuestros hijos no pierdan su cultura.

Creo que el programa BB ha sido de mucha ayuda en especial para aquellos niños que vienen de paises latinos y no saben hablar inglés. Espero puedan seguir adelante con el programa. También ayudan a los niños latinos criados aquí a que se sientan orgullosos de su descendencia latina.

Para mí el programa bilingue es muy bueno y debe de seguir todos los años. Gracias.

Las palabras que están mancados son las que se deben de poner en este Cuestionario. También que sigan educando a los niños con Maestras Bilingues.

Yo creo que el programa bilingue es muy provechoso para la comunidad latina debido a que hay muchos muchachos que vienen por primera vez a las escuelas de Milwaukee no pueden hablar inglés.

El programa bilingue es muy importante para los estudiantes latinos. Yo creo que se debe de extender el programa más. Ha sido de gran ayuda especialmente para aquellos estudiantes que no saben inglés. El programa bilingue debe ser para todos estudiantes latinos, no sólo para aquellos que quieren aprender inglés.

Yo creo que es un programa bueno y importante.

Tocante al programa bilingue es de completo agrado para mí y mi familia. En todo estoy de acuerdo y agradecido. Lo único que no me tiene satisfecho es la desegregación y en lo cual no estoy de acuerdo aunque no soy el único.

* Palabra por palabra